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NO. I.

THE
BATES STUDENT.

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EDITED BY F. O. MOWER, J. W. HUTCHINS, M. F. DAGGETT, AND M. ADAMS.

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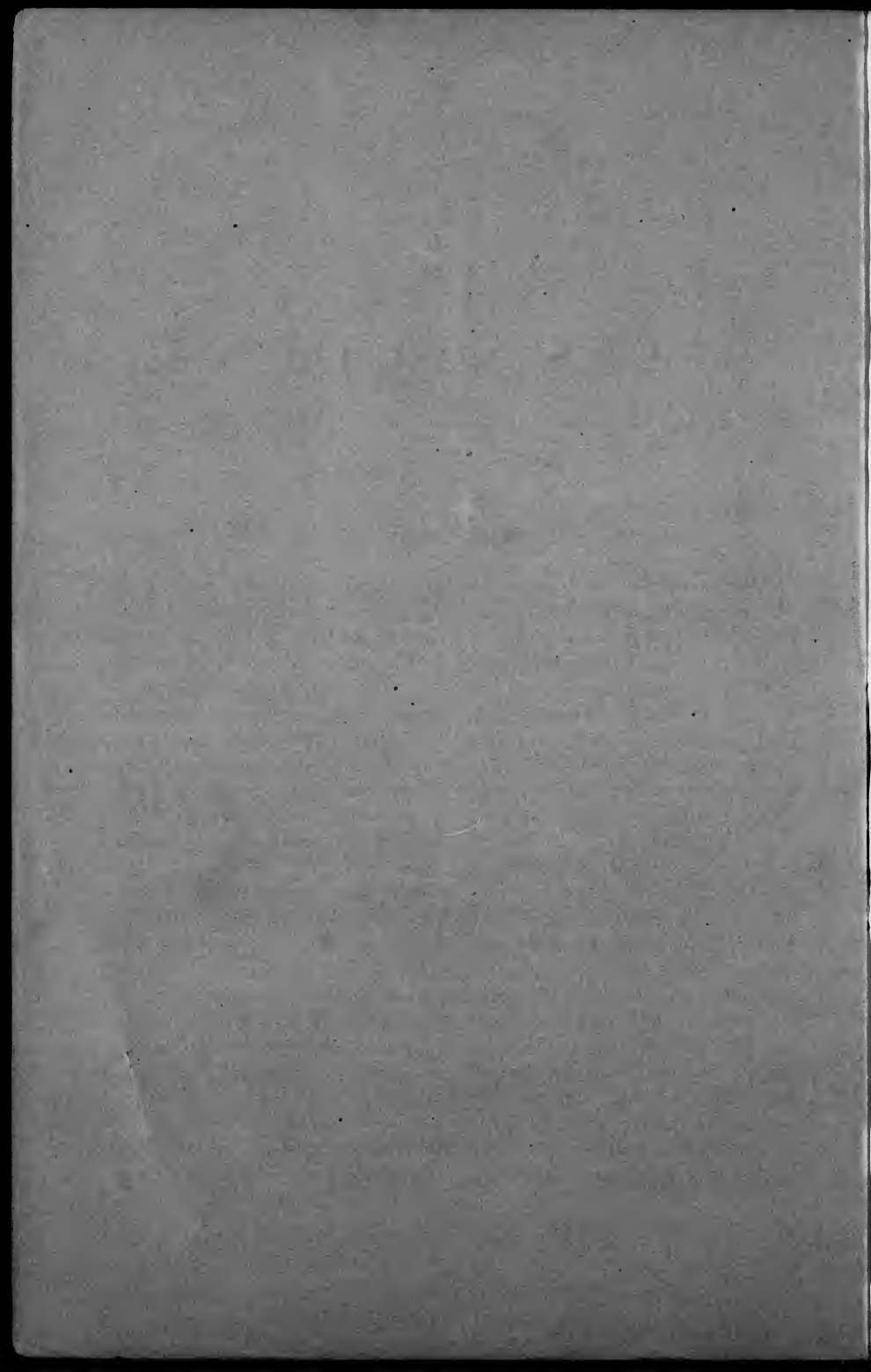
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No. 1.

CARICATURE.

THE Italians used the term *caricaturas* to denote those burlesque pictures in which the artist preserves a distinguishing likeness of a person amidst aggravated features and distorted proportions. From them we have borrowed the word *caricature* to designate any representation in which the peculiarities of a person or thing are so exaggerated as to appear ridiculous.

By its very nature, caricature is precluded from the province of fine art. Beauty tinges the mind with melancholy, fills the sensitive soul with a vague, unsatisfied longing, and suffuses the eyes with tears. Exaggeration and ridicule are not only fatal to such delicate shades of feeling, but are harsh and hurtful rather than pleasing. At first caricatures may have been designed simply to amuse people. But if caricature ever was productive merely

of innocent mirth, if people ever did laugh without malice, it was such a long time ago that the monks of the desert are not to be blamed for condemning laughter altogether. From simply exciting a feeling of the ludicrous, caricature came to be one of the keenest weapons of both Church and State—a weapon which all are willing to use, but one which terrifies all when turned against themselves.

Caricature derives its force from the power of ridicule. Its keen edge cuts what can not be untied. Ridicule has ever been the terror of genius: military courage can not endure it; rank cannot affect to despise it. Julius Cæsar defied whole nations with his sword, but could protect himself from the lampooning Catullus only by the garb of friendship. Aretino, "the divine," received tribute from all the kings

of Europe, and boasted that he had subjected more princes by his pen than the greatest warriors had subdued by their swords.

Caricature is more powerful than argument. It possesses all the exaggeration of eloquence, and is vastly more amusing. When wit has gained the laughers on his side he has disabled his antagonist; for amusing fictions affect the world more than the grave reply that would put them down. Witty and spirited caricature not only inflicts a wound, but, like a poisoned arrow, renders it incurable. Nast has shown that there is a plague spot in ridicule, and the man who is touched with it can be set forth as the jest of his country. Wit renders caricature irresistible and unanswerable.

Ridicule without the appearance of truth avails nothing. When directed against an individual it produces, by preserving the unity of character, a fictitious personage so patterned after the prototype that we can hardly distinguish the original from the imitation. It has been truly said that a fictitious Socrates, not the great moralist, was condemned to death. This appearance of truth is so finely executed in caricature, that the ambiguous image sliding into the mind, influences our judgment even when the real person is well known to us.

The power of ridicule, the keenness of wit, and the semblance of truth render caricature a powerful

weapon in any service. It is especially adapted to give expression to suppressed opinion. When a people has been denied freedom of speech and writing, they have generally left memorials of their grievances carved in wood or sculptured in stone—a record equally intelligible to the illiterate and to the learned. The ancients being denied other modes of expression, turned their mock offices and festivals, like the Saturnalia, into expressions of the suppressed opinions and feelings of the populace. Then, the severest caricatures were not drawn but acted. At the funeral of Vespasian, the archmime who represented the person and character of the deceased reminded the people of the emperor's avarice, by inquiring the expense of the funeral. "Ten millions of sesterces," was the reply. "Then," said the mock emperor, "give me the money, and, if you will, throw my body into the Tiber!"

Afterwards when the people were oppressed by the rapacious clergy, the popular indignation found expression, not in books—for the people could not read—but in sculptures and pictures which can always be understood. The cathedrals were ornamented with indecent figures of monks and nuns, designed to expose their profligate manners. In the Abbey of Fulda, as long ago as 1300, there was a picture of a wolf, wearing a monkish cowl, with a shaven

head, preaching to a flock of sheep, with these words of the apostle in a label from his mouth—"God is my witness how I long for you all in my bowels!" The walls of the cathedrals, the cushions of the abbey, the margins of manuscripts, prayer-books, and everything pertaining to Romanism bore geese with praying beads, wolves and bears carrying the holy water, a sow with an abbess' veil, a pope thrust by devils into a caldron, or some other ridiculous caricatures.

Caricatures engraved on medals commenced in the freedom of the Reformation. The papists circulated a medal on which Luther was dressed as a monk; the reverse bore Catherine de Bora, the nun whom this monk first married. This medal was outdone by one bearing Innocent X. dressed as a woman holding a spindle; on the reverse was his famous mistress, Donna Olympia, dressed as pope, with the tiara on her head and the keys of St. Peter in her hands.

Thus caricature, by imperceptible degrees, rises from the expression of suppressed opinion to be a power in Church and State. Modern Italy by caricaturing her priests and cardinals is shaking off old superstitions, while the same art in America

is repelling the inroads of political corruption.

Caricature is favorable to truth. The surprising mixture of beauty and ugliness, wisdom and folly, virtue and vice in the human make, affords ample material by which the caricaturist may ridicule almost any person or party. But no object can be ridiculed that is not ridiculous. Beauty, wisdom, and goodness cannot be caricatured—the more they are exaggerated, the better does their possessor appear.

Founded on the constituent principles of the successful caricaturist's mind will be found a taste for congruity, a test by which he detects absurdity, or separates truth from imposture. This natural sense or feeling implanted in every mind, enables us to prove false ridicule to be such as readily as we can disprove false reasoning. The sanction of this same sense gives ridicule its tremendous power. The masterpieces of caricature, like those chimeras of hell which Æneas could not pierce, are invulnerable. These shadows of truth, these false images, these fictitious realities have made superstition tremble, turned the wisdom of political rings to folly, and bowed the spirit of Mammon himself.

THE FIRST SNOW STORM.

PART FIRST.

THE searching winds and bitter frost
Were not sufficient for our host;
The earth he grasps as though a foe,
And stamps his seal with driven snow.

Oh! how it whirls adown the street,
And eddies round the flying feet
Which seek some place that will bestow
A shelter from the driving snow.
In and out, like magic woofs,
Across the many-gabled roofs;
Around the belfries, on the bell,
Among the roosts where pigeons dwell;
In alleys cramped, on gardens free;
In through the wharves, upon the sea—
Where stiff and cold the sails must be,
And cold and stiff humanity,—
In every place the east winds know,
Is whirred and whirled the Winter snow.

And yet there sounds the merry chime
Of bells, and laughter joins the rhyme,
As forms flit by in wraps and furs,
Not caring for the whirls and whirs
Of all the winds, when they can go
A-riding on the first new snow.

While up and down the busy streets
The endless crowd another meets;
In it are men with overcoats,
And caps, and gloves, and walking-boots,
Which keep their flowing blood so warm
They hardly mind the blustering storm.

In it are women, wrapped so free
Their blushing cheeks you scarce can see;

Their jewel-flashes in the light
Do not exceed the glances bright
Cast from their eyes; and what care they?
The fire at home was warm to-day,
And 'tis to-night. But there are some
Within that throng who think of home
In vain; and in the storm and cold,
With faces poor and pale and old,
And garments fringed with rags, they go—
Old men and children—through the snow.

And women, wrinkled up and thin—
Whose strength the wind turns out and in,
Whose shawls and gowns it blows away
Would cool them on a Summer day—
Go up and down through all the snows,
And still live on through all their woes;
And how they live, God only knows.

Where warm the fire burns and bright,
To drive away the cold to-night,
The snow makes home a place more dear,
And draws the scattered circle near.

But where the cold may come and go,
And through the walls may sift the snow,
Whichever way the winds may blow,—
O Thou who heard the ravens' cry,
And left them not alone to die;
Who fed the needy by the sea,
And healed the sick of leprosy;
Who hast through all this mortal strife
Our thoughts upon the book of life;
Who saith to all, "Come unto me,"—
O, care for those who needy be!
Thy people's hearts fill liberally
With love, and earnest charity,
That food and fire may change the plight
Of those who feel cold fortune's slight
And shiver in the streets to-night.

ARBITRATION.

ONE of old propheties a time when "Nation shall not lift up sword against nation, neither shall they learn war any more." Again, an angelic host heralded the coming of the "Prince of Peace" by the glad shout "On earth peace, good will to men."

The belief in the reign of universal peace upon the earth, is based not only upon words of inspiration, but also upon reason and the law of progress. Nothing yields greater satisfaction to the scholar and Christian than a brief survey of the past, noting the wonderful march of civilization.

In view of this advance, how strange that brothers of Christian nations, each supplicating the same God for murderous victory, should have engaged in mutual destruction, until the whole world has become one vast slaughter field, its soil fertilized with the blood of its citizens. But it is stranger yet, that in this modern age of enlightenment and Christian influence, brute force instead of reason still rules in the affairs of men; for war, which Lord Brougham declared to be the greatest of human crimes, is still the arbiter of nations.

The professed object of war is to obtain peace. To do this it stirs up the passions of men, dissipates the kindly feelings and interrupts

the intercourse of nations, fosters every species of intemperance and immorality, destroys property, blights happy homes, and sacrifices thousands of precious lives, till the stronger force—not necessarily justice—at length prevailing, the stillness of desolation is mistaken for the quiet of peace.

Modern civilization, though shuddering at the barbarism of the early and middle ages, when questions of right were decided by contest, and every man was his own judge and avenger, forgets that this barbarous custom which individuals have renounced, nations still cherish.

The public is shocked by the murder of an individual committed in our midst, and the convicted man is in turn murdered upon the gallows; but the history of Napoleon, who for ambition sacrificed his hundreds of thousands, graces every library, and the world honors him as one of her greatest heroes.

War is sometimes justified on the ground of necessity. For the triumph of right over wrong, and truth over error, it doubtless has been necessary in many instances of the world's history, but does it therefore follow that it is necessary in this enlightened age?

Reformations and discoveries demonstrate that precedent does not establish right. If nations can agree

to the arbitrament of war, they can also agree to its abolishment. As the law of gravitation, that governs the earth's particles, also governs the earth itself and the worlds in space, so must the law of love and right, that governs individuals, also govern societies and nations. What is primarily wrong for the individual, is proportionally wrong for the nation; yet while the State laws are to maintain peace by reason and justice, international law ignores arbitration and sanctions war for the arbitrament of national controversies.

From the primitive family government, there has been a natural development into the governments of tribes, states, and nations, each for mutual protection, and the present tendency is for divisions to decrease and parties to unite. International commerce, the increase of knowledge, the wonderful advance of science, the telegraph, steam power, and printing press, have brought men so closely together that the interest of one becomes that of all. The different nations whom circumstances once made enemies, are now uniting in one grand brotherhood, and the world's interests demand a union and a congress

of nations, and a code of international laws, to develop, perfect, and perpetuate this growing bond of unity, whose durability shall be exceeded only by the amount of blessings it will gain to the world.

From the past and present, auspicious omens point us to the future. Already England and America, the two most sensitive, powerful, and civilized of nations, amidst the world's prophecies of war have nobly sought and acquiesced in the decision of the Geneva Arbitration, thus achieving a victory nobler and far more illustrious than Waterloo or Bunker Hill.

In view of the efforts of statesmen, publicists, and philanthropists, of the numerous conventions held, and the interest and sympathy awakened in the people, it is not visionary to predict that the glad time is near, when, among civilized nations, the doors of our modern Janus will be forever closed; when the sun, which has been darkened with the smoke of battle, shall shine upon nations in harmony; and the free air of heaven, which has been filled with the din of carnage and the cries of suffering humanity, shall perpetually resound with the joyful acclamations of universal peace.

CREEDS.

IT is an amazing fact that the world is just waking up to the idea that theology and religion are not the same. The custom has been to state particular dogmas as the great truths of the Bible; and for ages the world, clinging to this idea, has accepted what was established as necessarily right.

The Romish Church, above all others, has been marked by its rigid adhesion to dogmas. The very corner-stone of its constitution is the idea that uniformity of belief and practice is necessary, and that its own doctrinal system is the one essential Christianity. While men were in ignorance, it was possible to obtain some such uniformity,—the system being supported by the power of the State, and by the authority of learned councils. Lest they should derive notions from it contrary to the creed, this principle has wrested the Bible from the hands of men, kindled the fires of persecution, and established inquisitions. This attempt to compel speculative uniformity has made the system a monster of absurdity, and tracked its course with fire and blood.

Against such tyranny Protestantism arose, though realizing little better than Catholicism the need of liberty,—and even to-day the Protestants' liberty consists simply in

adopting some one creed, each creed restraining the liberty and private judgment of its subscribers by its own particular limits.

Creeds are conservative, opposed to liberty and advancement. Obtaining the mastery they compel the noblest minds to go, like a cider-mill horse, round and round in the same humdrum path. Their whole conception of truth is cramped and mean, and never, till loosed from such fetters, will Christianity show its full power. The fanatical adhesion of each sect to its creed, together with its desire to propagate its own doctrine, is doing more to-day to hinder the progress of Christianity than all other powers combined. Time and study are spent, not to acquire broader, nobler views, but to make more accurate disputants. The polemics of theology are virulent and bitter. Hence the jealousy, hostility and even cruelty that render Christendom a divided and distracted community.

In other branches of knowledge progress is sought, but in theology whoever denies the infallibility of the creed is termed an infidel. Is this right? Were the creed-framers of five hundred years ago wiser than the men of to-day? Must we be governed in the theology by Augustine and Calvin, while the opinions of

their contemporaries in science have long since been discarded?

It is impossible to comprehend in the few abstract words of a creed, the grand truths of the Bible. As well undertake to restrain the mighty ocean by man's puny hand. Our creeds are cold, formal, full of metaphysical distinctions, which, though having no place in the Bible, are considered equally important with inspired teachings. Simplicity is not aimed at, but a hedge of man's speculations is set up, making Christianity a combination of dark sayings, knotty propositions and contradictions. How different all this from the teachings of that sermon on the mount, speaking nothing of metaphysical distinctions, urging simply morality, piety, truth, and purity.

In this age men reason and think for themselves, and human nature and the Bible remaining the same we cannot expect uniformity of opinion. The mind imperatively demands freedom, and the church has no right to be intolerant, for no man nor society can be so sure they are right as to have the authority to dictate to the consciences of others. The particulars of a man's belief, the creed to which he subscribes, whether Episcopalian or Baptist, or

even if he utter his *pater-noster* in an unknown tongue, makes little difference if he possesses a true piety.

There are to-day thousands of religious thinkers in doubt. Theological opinions are stated in vague, uncertain language. The whole world is shivering on the brink of a terrible sea, distrustful of its old charts, and ready to fling overboard its pilots. The apparent friendliness between different denominations is too often simply an avoidance of rudeness; mere worldly politeness, instead of the good fellowship that ought to exist.

These unfriendly relations dishonor Christianity and give to infidelity one of its greatest strongholds. The great desideratum of the age is that good men link themselves in firm and solid union. The battle to be fought during the next half century, is to decide not whether this or that particular dogma of our ancient faith be defensible, but have we a God, and have we a revelation. It is the insidious skepticism of philosophy, dangerous, because adapted to the tendencies of the times, that is to be feared. Let the church beware, lest through her own divisions she give the victory to evil.

EVOLUTION.

AND is it true that you and I
 Are monkeys of a higher breed,
 Traced, by a research, long and dry,
 To our first protoplasmic seed?
 Or farther back shall we essay
 To find our crooked, slimy way
 To where, a worm, we crawled the shore
 Of that far-distant "nevermore"?

A weed, you say, we were at first;
 Earlier still a pumpkin shell,
 That "got upon its ear" and burst,
 Soon after it began to swell.
 Well, judging by the things we see,
 We're destined still to swell and be—
 Not satisfied with humbler spheres—
 Forever getting on our ears!

Oh, not a pumpkin! something small,
 And farther still you trace the track;
 It couldn't crawl, nor could it crack;
 'Twas like a vacuum—that's all!
 The reasoning, I see, is clear;
 The *thing* itself don't quite appear;
 But this, too, I suppose, you'll wring
 Till head swallows tail—like a ring.

This principle, you say, remains
 Emboweled in the earth and sea,
 Until the blood swelled in its veins,
 And it determined to be free;
 But, like the Frenchman's horse, so small,
 It doesn't feel the strain at all,—
 He learned to live without his hay,
 And straightway trots his *soul* away.

It took an "everlasting" twist
 To turn these mighty mountains out,

And grinding longer at the grist
Threw all these lakes and ponds about;
And yet this little thing you call
The great life-principle of all,
Like a jumping-jack in his box,
Keeps "breaking out"—old Earth's small-pox.

May-be you're right—I'll not dispute;
Where learned doctors disagree,
Perhaps 'tis best that we be mute
Until the creature's eye we see;
And then, like Put at Bunker Hill,
We'll see the "white" before we spill
The little powder we have got,
Upon a protoplastic dot.

'Tis funny, too, that every time
He throws his jacket off and kicks,
This new creation strikes the chime
Of nature's law, and kindly picks
Its way among the things that grow,
Evolving without overthrow,
Except as wisdom's hand might lead,
Supplying man,—the creature's need.

Its head is full of *bumps*—must be
That they are large, or they roll round
With lightning-like rapidity,
Or else 'tis "master wise and sound;"
And Fowler, too, would weep with joy,
To feel the head of this wise boy,—
A girl? deuce take the thing, I say!
The women always had their way.

"Hard times" will tread upon her toes,
Our "Politics" may trip her up,
And "Woman's Rights" may raise her nose,
And "Temperance" upset her cup;
For, if she's bound to "evolute,"
Of course the rest will follow suit,
And "pull-backs" will no longer be
Forever tangling round her knee.

What—neuter? neither boy nor girl?
 A dreadful creature—“*quid pro non*,”—
 ’Twas set a-spinning, and must whirl,
 Like the windmill before the Don,
 I suppose (Quixote, I mean);
 And yet the thing was never seen,—
 I give it up, that awful name!
 “*Quid pro*”—of course, it’s not to blame.

But somehow, after all, I guess
 There’s something else that had to do
 With making things; for I confess
 I didn’t “evolute” like you,—
 That is, if you came all the way
 That you pretend you have, to-day;
 For wisdom teaches me to see
 The pathway of Divinity.

TRUTH.

THE mind and heart always act in unison, for the movements of the one are the embodied emotions of the other; and in this relation of thought and desire we trace back to certain antecedent longings for public preferment and praise, all the activities of life. So controlling are the impulses of fancy, that we grossly pervert the plainest facts of society and nature. Superior intellectual endowments are eagerly changed into the highest conditions of human glory. We forget that knowledge alone gives to character its truest dignity and to mankind the rewards of life’s noblest aims.

The grand extent of nature, and

the still grander empire of human thought and duty, are but divisions of Truth’s limitless domain. Each pearly dewdrop is freighted with thoughtful purposes. The rugged rocks are volumes, inclosing “the golden tracery” of Truth’s historic inscriptions; and Christian civilization, in the shifting phases of intellectual development, reveals its subtle and irresistible power.

Man’s noblest acquisitions are the unalloyed truths of God. The rivulets of knowledge flowing down the hillsides of human experience, and the delicate shades of truth reflected from the myriad objects of nature, and the multiplied relations of social

life, work measureless changes in the spheres of private thought. Strike from universal knowledge one of Truth's constituent elements, and you have the Lilliputian intellect of African Hottentots or the dwarfed moral natures of nomadic Arabs.

Knowledge broadens the mind to a true conception of itself, its Creator, and nature. Superstition and genius may rear sepulchral monuments and people them with the imperishable dead, yet they have never learned to introduce into every-day life the social amenities of heaven. This is Truth's mission. It is not enough that the wild vagaries of superstitious fancy, clustering round the familiar objects of nature, yield to the advancement of science; there is a higher wisdom, simple in its grandeur, yet profounder than science or philosophy, which lifts these sensuous forms to a nobler sphere as interpreters of a Father's kind regard; a wisdom in which the nursery children of New England might instruct the haughty philosophers of Greece and Rome. Yet with the farther advancement of a true Christian civilization, the cry of anguish, wrung from captive hearts, and the wail of alienated affection, will be heard only along the lines of retreating superstition.

How grand the thought that in the millennial age, predicted by all the perfections of art and nature, by every social and intellectual advancement, and by the noblest aspirations of the soul, men shall yield

to the mild persuasions of Truth. These beautiful processes in nature, these interesting relations in society, are the windows through which we look out upon the border-lands of the future.

There can be no limit to the educating power of Truth. It multiplies the adornments of social life, and unites in an intelligent and indissoluble bond of national union, men's sympathies, their personal integrity, and their home attachments. The acquisitions of to-day become the actuating impulses of to-morrow. To such a mind as Agassiz's, each atom is a universe of knowledge, and each object the embodiment of a purpose which will never cease to interest and instruct as long as a single phase of its existence is not understood.

There are no isolated facts in nature. Each event is no less a cause than a result; and each inquiring mind, itself a link of an endless chain, is allured on from cause to cause, or back from result to result. The finite are thus learning their relation to the Infinite. Our sciences are glimpses of the Divine caught from different posts of observation; they are stray beams of knowledge breaking through the rifted clouds of human reason, and lighting up the coast-lines of Truth's measureless ocean. "To trace out the shores of that shoreless sea, to measure its measureless extent, and to fathom its unfathomable depths, will be the joy-work of succeeding ages."

CHANGES IN THE ENGLISH LANGUAGE.

FEW scholars, even, are aware of the great changes through which the English language has passed in successive centuries. Following are specimens of the Lord's Prayer as used in various periods in English history:—

A.D. 1158. Fader ur in heune, halweide beith thi neune, cumin thi kuneriche, thi wille beoth idon in heune and in erthe. The euryeu dawebried, gif ous thilk dawebried. And vorzif uer detters as vi yorsifen ure dettours. Ann lead us naught into temptation, but delvor eus of evil. Amen.

A.D. 1300. Fadir ure in heavene, Halewyd be thi name, thi kingdom come, thi wille be don as in hevене and in earthe. Our urche daye bred give us to daye. And forgive oure dettes as we forgive oure dettours. And lead us nor in temptation, bote delyveor us of yvil. Amen.

A.D. 1370. Oure fadir that art in heunes hallowid be thi name, thi kingdom come to, be in thi wille be done in erthe as in heune, geve to us this day eure breed eure other substance forgene to us eure dettis as we forgauen to eure dettouis, lede us not into temptation; but delyuer us of yvil. Amen.

A.D. 1524. O oure father which art in heven, hallowed be thy name. Let thy kingdom come. Thy wyoll be fulfilled as well in earth as it is in heven. Give us this daye oure daily brede. And forgive us oure trespasses even as we forgive our trespassers. And lead us not into temptation, but delyver us from evell. For thyne is the kingdom and the power and the glorye for ever. Amen.

A.D. 1581. Our father which art in heauen, sanctified by thy name. Let thy kingdom come. Thy will be done, as in heauen, in earth also. Give us to-day our superstantial bread. And forgive us our dettes as we forgive our detters. And lead us not into temptation. But deliver us from evil. Amen.

A.D. 1611. Our father which art in heauen, hallowed be thy name. Thy kingdom come. Thy will be done on earth as it is in heaven. Give us this day our dayley bread. And forgive us our debts as we forgive our debtors. And lead us not into temptation, but deliver us from evil. For thyne is the kingdom, and the power, and the glory forever. Amen.—*Ex.*

EDITORS' PORTFOLIO.

SALUTATORY.

OLD Time has again shifted his scenery, and now hurries us onward over the threshold of the New Year, giving us scarcely an opportunity to bid adieu to the Old Year, which, freighted with precious memories, takes its place in the silent past. We go forward to enter upon the duties awaiting us, with new hopes and joyous anticipations,—though how few of them will be fully realized! May the experiences of the past enable us to act wisely for the future, so that at the close of this, and of succeeding years, we can look back with a degree of satisfaction upon the work accomplished.

With the present number the STUDENT, conducted by the class of '78, enters upon its fifth year. Improvements have been made from time to time by preceding classes, still we realize that much more may be done before it takes that position among college publications which its friends would have it occupy. We cannot promise that any improvements will be made in its columns this year; yet we trust, by persevering effort, to make the STUDENT well deserving the patronage of Alumni and undergraduates generally.

We can but wish that the editorial mantle, just laid aside by our predecessors, and with which we presume to clothe ourselves, could have fallen on other and broader shoulders than ours; for us it certainly is not a comfortable, although quite a *warm* garment. Nor is it a false modesty that causes us to shrink from our task, but a keen realization of the responsibilities and duties devolving upon editors. To the class of '78 we shall look for assistance and encouragement in the work before us. We trust that each and every member will feel that he has an interest in the STUDENT which requires his personal attention. You all desire to have the magazine a success financially; to make it so the different departments must be well sustained and made worthy the attention of the reader. We know that '78 has as good writing talent as that of other classes; and, were each willing to do his utmost in this direction, we could send forth a better STUDENT as the result. Will you then take hold and do all in your power to make the STUDENT a success?

To the members of other classes we would say: The columns of the

STUDENT are open to you at all times for the expression of your ideas upon matters connected with the College and with College work. We apprehend the STUDENT to have been established for *this* purpose, as well as for affording graduates the means of learning what is being done within the walls of their *Alma Mater*. The benefit arising from occasionally writing an article which will be subjected to the criticisms of the public, is incalculable. For the literary department of the magazine we hope to have frequent contributions from the Alumni and Professors. It is our intention to make the STUDENT more than ever the real exponent of the College, therefore we solicit articles from you all.

The Alumni tell us that they are particularly interested in the "Personals." We propose to make this department a prominent feature of the STUDENT, and yet this cannot be done unless the Alumni take hold and do their part of the work. We ask you, therefore, each and every one, that you will take the trouble to inform us of the doings of those graduates concerning whom you may have any knowledge. It is impossible for us, alone, to keep track of all the *Alumni et Alumnae* of Bates; so please devote a few moments occasionally in lending a helping hand; thus you will assist us greatly, and afford pleasure to our graduate readers. Finally, do not be too modest, but send in your own

names, business, places of residence, etc., and we promise that you will be more than repaid for your trouble in learning the whereabouts of your former friends and classmates.

As an apology to our readers for the delay of our first number, we would say that it has been prepared under many difficulties. We were chosen to our position only a few days before the close of last term, and that, too, very unexpectedly. Nothing of consequence could be done then, and at present the scattered condition of the editorial corps renders any united action impossible. We think that the editors of a college paper ought to be on the grounds in order to do their work successfully. We have also been disappointed in not obtaining several articles which we expected (nothing unusual, preceding editors tell us). Yet we would not complain; several have responded cheerfully to our requests, and sent us many words of encouragement.

With these few lines we introduce ourselves to the readers of the STUDENT, hoping that the editorial mantle, while it chafes us considerably, will at the same time cover up our imperfections, and protect us from too severe criticisms until we become more accustomed to our position.

ABSENCE FROM COLLEGE.

The question is often asked: How much ought students to be absent from College for the purpose of

teaching? Does it pay to spend a portion of each college year in this employment, at the small prices paid in our ordinary country or village schools?

It is safe to say that two-thirds of the Bates students teach at some portion of the year—often during term time; so the question becomes, really, quite an important one to us. However necessary it may be to increase our finances occasionally, by taking up the pedagogic profession in some rural district, yet it must be positively injurious if in so doing we are out half, or, as is too often the case, nearly a whole term.

There are, of course, many advantages resulting, especially to those who intend to make teaching a profession. The care and responsibility devolving upon one, the self-reliance one learns, the discipline in maneuvering, and, in advanced schools, the thorough preparation which one must make for his daily work,—are all highly beneficial. One has also a fine opportunity to learn human nature, coming in contact, as he does, with so many different classes and dispositions. This assumes various phases in the different schools. In some the moral qualities predominate, and the bump of reverence is large; here one can easily make his presence felt by moving with dignity and carrying a look of wisdom upon his countenance; if, in addition to this, he is familiar with the ancient mythology, and can re-

late a few stories concerning the old Grecian heroes, the effect is still greater, and he is looked upon with wonder and astonishment. In such a school, perfect obedience is secured by a simple nod of the head. But more frequently the opposite is true, and the word "go" has but little effect upon the pupils unless backed up by one hundred and eighty pounds avoirdupois. Here it is that Freshman courage fails, and even the stern Sophomore often feels that discretion is the better part of valor.

On the other hand, to be absent from College during term time interferes seriously with the regular course of study; for however thoroughly we attempt to make up our work afterwards, practically it amounts to nothing. Probably not one student in ten who sits down to the task of making up, does so with any idea of being benefited, but feels compelled to do so that the results of his thorough (?) work may be recorded in the Professor's rank-book. Such mental effort is, of course, fruitless of valuable results; and we question whether it would not be better, as some of our Profs. have intimated, to discard making up altogether, and devote the time which would thus be employed to the regular college work. Other serious losses occur. Our reading is neglected, and our essays are written either in the style of some favorite author, or very much at

variance with the "rules of Bain." The public debates and prize declamations are not participated in, because time is not found to prepare for them. No qualification is so desirable as that of being able to write and speak clearly; and certainly at College is the place to accustom ourselves to this kind of work.

Another important consideration is the effect upon the standard of scholarship in the College. As a general thing, those who are out teaching the most are among the best scholars, and would take a high rank were it not for this fact; and whatever lowers the rank of the individual student affects the general rank of the College in a like manner. Although the standard of scholarship at Bates may compare favorably with that of similar institutions, yet it is not so high as it ought to be—or as it would be, were not so many students out teaching during term time. We hope there will be a reform in this direction, and that ere long Bates will become as distinguished for high scholarship, as she is now for the muscle and good morals of her students.

STUDY.

How often we hear some such sentiment as this expressed about a student: That fellow is killing himself by study; for the sake of a little education he is throwing away his life. Who believes such nonsense? Yet we often hear it ex-

pressed by people usually considered sensible. One cannot injure himself by study. Yet this supposed injury is made an excuse upon which to throw nearly all carelessness, laziness, and indifference to the advantages that the scholar derives from his work. It is the excuse used by those scholars in our public schools (or rather by their parents) who cannot keep pace with their classes. It is the grand loop-hole through which physicians escape, when they fail to detect the true nature of a student's illness.

We recall an incident told us by a friend who believes as we do on this subject. His son had for some days been afflicted by a severe headache, and he thought he would take him to a physician to learn the cause. The first physician to whom he applied said: "Your son is troubled with a spinal difficulty which causes his illness, and he should be careful not to overtax his mind." Not satisfied with this, he sought a second Doctor of Medicine. He declared that the disease was a serious affection of the brain, and that the boy must immediately leave school, and, if possible, retire to some backwoods place where he would not see a book. Other physicians gave other reasons. At last he sought one on whom he knew he could rely. This one said: "Why, your boy has taken a cold, giving him a headache; dose him up a little and he will be all right to-morrow." And, true enough, it was so.

How many cases of illness laid to mental exertion are the result, not of study, but of some entirely physical carelessness. One may, while studying, injure his health by neglecting his physical needs, by lack of exercise and lack of sleep, but never by study itself. A mind may by neglect rust out, but never by use, however active, wear out. Ho! ye martyrs to study!

NOTES.

Do we make the best use of our Reading Room that we might? This institution at Bates, although it could be improved, yet holds a favorable comparison with similar institutions. Some one may say: I don't care to read the trash in the newspapers; I had rather be studying. That is all very well. A plug will do in his place, but should not the college student know something besides the principles of plugging? Matters of the world should be of interest to him, and in society he is expected to know of them. Just one more word. The Reading Room is just what each student makes it; if a place for carousing, such will be its character; if a place to spend time in profitable reading, such will it be.

As we take upon our hands the STUDENT, we wish to say a few words, which we hope will be heeded by all members of the institution. We will first thank the class of '77 for

the kind wishes they express for our success, and we hope that they will be as willing to lend us their aid as they are to tender good wishes.

And now a word to all undergraduates in behalf of OUR ADVERTISERS. You all know that the advertising columns of the STUDENT are a great assistance to its pecuniary department, and is it more than fair that we patronize those firms who help us. Under-classmen may say: It is none of our business whom the class of '78 obtain to fill their advertising columns. But is this so? Are you not soon to receive the STUDENT into your own hands, and will you not then ask of others what we now ask of you? And, besides, the *best* firms are always represented on our pages. To the '78 men nothing need be said; their common sense will direct them. The class of '77 has long since been initiated and of course will do their duty. Preps, patronize our advertisers. Theologues, these remarks apply to you as much as to any one; we hope that you and all the rest will heed them. Advertisers, we thank you for your patronage, and hope that you will receive the college trade that you deserve.

The third annual convention of the Inter-Collegiate Literary Association was held on Thursday, Jan. 4th, at the Academy of Music in New York. The following is a list of the colleges represented in the oratorical contest: North-Western,

Lafayette, Cornell, St. John's—Fordham, Princeton, Williams, Hamilton, Rutgers, and College of the City of New York. The first prize for excellence in oratory was awarded to F. F. Laird, the representative of Hamilton. His subject was "The Negro in American History." The second prize fell to S. D. Dodge of Williams. In essay writing, Taylor of North-Western University took the first prize, and Brewer of Cornell the second. Taylor's subject was "Hawthorne's Place in Literature." In Latin, Schwertfeger of Cornell received the first and Veghte of Rutgers the second prize. In Greek, the first prize was awarded to Feyd of Cornell, second to Hunter of North-Western. In Mental Science, Jones of Princeton took first, Dayton of North-Western second. In Mathematics, Hollwith of the College of the City of New York, and Von Velzer of Cornell, received the first prize equally.

EXCHANGES.

As we for the first time attempt to fill the editor's chair, and take in hand the magical quill, we acknowledge the pleasure of receiving an introduction to many friendly college journals, whose acquaintance we had not before made. We will not attempt at our first meeting to wield the sharpened pen of an experienced critic, but prefer to praise the worth than to censure the faults of our exchanges. We trust that the

friendship we may establish will become more intimate and pleasant as it grows longer.

From the Western paper, serving at the same time as a college and secular organ, to the solid literary journal, adopted by many New England universities to represent them in the college world,—in all we note many points worthy of commendation, although in some the faults are numerous and prominent. All have their own peculiarities, based on the ideas which the publishers or those who designed the form had of a college journal. We do not intend to discuss here what a college journal should be—that is too trite; but our idea (however far *we* may fall short of it) is, that a college journal should record college events, and discuss such topics as are of *interest* to the institution; and that the literary department should not be made a receptacle for old essays, but used for the publication of articles of true merit and general interest to college readers.

It is truly amusing to notice the comments made by different exchanges on the *Niagara Index*. From every side it receives hard and cutting criticism, now for this fault, now for that. Don't trouble, we will take pity on you, friend; your exchange notes are *very witty*; they cut like a *two-edged sword*. But even if you do tremble at the thought of a change in the corps of STUDENT editors, we still live.

Of the *Brunonian* we would speak in the most laudatory terms. Its mechanical make-up, as well as its literary productions, impress one forcibly that it is a paper of real merit. It deserves the fullest patronage of the alumni and undergraduates of Brown.

The *Chronicle* we hold among the first of our Western exchanges. Its desire seems to be, to represent fully everything of interest to the institution. We wish the article entitled "Does the *Chronicle* represent the true feeling of the University?" could be read by every Bates man and the ideas be applied to the STUDENT.

A late number of the *Alfred Student* contains an article on "College Criticism," which we think would, if followed, make the exchange department in college journals a much greater source of benefit. The January number contains a good article on "Thinkers and Crammers."

The *Dartmouth* we are always glad to see. It is a valuable college paper. Although there are often items of little consequence, yet we cannot blame a weekly for that. The number of Jan. 11th contains an excellent article on "College Popularity," which possesses much

more truth than poetry. The article "Long Evenings" is also good.

The *Tufts Collegian* is in all respects a first-class paper. The last number contains an article on "Means for Improvement," which presents the advantages of attending lectures upon literary, scientific, and social topics, given by eminent lecturers. We copy the following extract:

"The student who would get the greatest amount of solid, practical usefulness out of the years that compose his college career, should not let the opportunity of attending lectures go by unimproved. They furnish just the material he needs in laying the foundation whereon may rest the superstructure of a broad and towering scholarship. It is the glory of our age that educational facilities are so numerous and available; that all this is an improvement upon the days of feudal darkness, when 'the illuminated manuscript was chained to a pillar like some costly jewel,' to be only the light and inspiration of the select few. Prominent among these facilities is the lecture, which, in conjunction with the course, should be welcomed as a potent auxiliary in the endeavor to secure a liberal education."

ODDS AND ENDS.

It is *odd* to see how quick we find the *end* of the list of articles prepared for this department.

"Where is the man that hit me with that snow-ball?"

What excellent paths we have about the College buildings.

A Freshman asked a young lady to sing: "It may be *four* years, and it may be forever."—*Ex.*

"The chief glory of woman is her hair." That's all very well, but we don't want any glory in our butter.—*Ex.*

Ask J. Q. what made him run the other night, because the lunatic who had entered P. H. saith unto him "A..... G...!"

Why is a Soph's moustache like a base-ball nine? Three out, all out.—*Ex.* This would apply exceedingly well to our Juniors.

At the University of Nebraska, club boarding is reduced \$1.22 per member. No ten dollar silk umbrellas found in that hash.—*Ex.*

A Freshman, being asked the name of Xenophon's wife, replied, after considerable hesitation, that he believed it was Anna Basis.—*Ex.*

Come! Pedagogues, come! Your places in the recitation room are eagerly awaiting you. Every one returning give us all one less chance to flunk.

"What is your business, sir?" asked the court in a sharp voice. "A conchologist." "What's that?" said the judge. "I opens clams," said the conchologist.—*Ex.*

A pedagogue says that on propounding the word "saloon" to a member of a young spelling-class, he received the following reply: "Hess-hay-hel-ho-ho-hen."

Scene in Laboratory. Classical Senior to Prof.—"What did the goddess Io die of?" Prof.—"I really could not—" Senior (triumphantly)—"Iodide of Potassium."—*Ex.*

Recitation room: Student (answering a question)—"I suppose that—er—or my idea is that—" Prof.—"You-are-supposed-to-get-your ideas-from-the-book-Mr.—. You—may-be-seated."

A belated citizen, from whom a policeman was trying to rescue a lamp-post a few mornings ago, violently resisted the endeavor, exclaiming: "Lemme 'lone! I'm (hic) hold'n th' fort!"—*Oberlin Review.*

Prof.—"Will you enumerate the acids formed from iodine?" Student—"Idiotic acid, and—" Prof.—"Doubtless *that* compound enters largely into your composition, but—" (Great applause from the flunkers on the rear benches.)—*Ex.*

Prof. thinks, that the students did such good work at the late fire (north-east of the College) that it was right to excuse them from that afternoon's recitation. Conundrum: What else could he do, when no one came in to recite?

A change in the statutory exercises for divinity degrees at Oxford, by which two theological essays were required from the candidates, called forth the following:

"The title D.D.'tis proposed to convey
To an A double S for a double S. A."

—*Ex.*

Senioress (translating)—"*Wir sind von keinem Mannerherzen sicher*"—"We are sure of every man's heart." Prof.—"Not correct; try again." Senioress—"We are safe in every man's heart." Prof.—"Hardly." Senior-ess (blushing)—"We are sure of no man's heart." Prof.—"Correct."—*Ex.*

Art received an awkward criticism from a free-and-easy young man who recently met a sculptor in a social circle and addressed him thus: "Er—er—so you are the man—er—that makes—er—mud heads!" And this was the artist's reply: "Er—er—not all of 'em; I didn't make yours."—*Ex.*

A lively pupil at a seminary asked the preceptress for permission to drive out with a gentleman. "You know the regulations of the institution," was the answer. "Is he your father?" "No." "Is he your brother?" "No." "Are you engaged to him?" "No; but I expect

to be before I get back." That answer carried the day.—*Ex.*

Soliloquy of a class president, overheard on the street one dark night lately: "Je-ru-salem! Condamn the condemned mud-puddle to condemnation, to thunder and lightning, by Jeru-salem! This is the same condemned mud-puddle that was here last year, condemn it."—*Chronicle.*

Scene in Elocution: (Student trying to render a long sentence which contains the following: "and half the other half, crying that Hell was clutching at their hearts, fled," etc.) Student—"Professor, I can't go through that entire sentence with one breath." Prof.—"Go to Hell then." Student wilts.—*Ex.*

Scene: Juniors cutting. Prof. meets the bell-ringer. Prof.—"Mr. P——, has—the-bell-rung-for-recitation?" Mr. P—— (looking at his watch)—"Yes sir, six minutes ago." Prof. (examining his time-piece,— "Well—I-will-try-to-have-my-watch-fast-enough-another-time." He was there half an hour early next day.

Scene: Reading Room. First meeting of Prex. with a certain Freshman. Prex. (extending his hand cordially)—"How do you do, Mr. ——" (Prex. not knowing the name, a short pause ensued.) Fresh (rather bluntly)—"My name is F——; I am a Freshman; I don't know who you are, though." An explanation followed.

COLLEGE ITEMS.

Spring term opened January 9th.

Yale holds the championship in foot-ball.

Amherst raises \$400 this year for the use of her base-ball nine.

Vassar has 385 girls. The fairest count you ever heard of.—*Ex.*

Yale and Rutgers have adopted the Continental pronunciation in Latin.

Several of our pedagogues are teaching in the town of "Somewhere" this Winter.

The gifts made to the colleges of this country during the past year amounted to nearly \$1,000,000.

Wesleyan University is in quite a state of excitement. Eight Sophomores have already been suspended.

The Sophomores of Amherst are studying Calculus with French text books, which were imported from Paris especially for their use.

The Bowdoin students have been deprived of the privilege of visiting the depot except on business. They will miss this place of resort.

An unpleasant circumstance has lately occurred, which has caused the indefinite suspension of two of our Juniors, and placed some other students under restrictions.

The Faculty of Middlebury College has decided not to permit any students of that institution to teach during the Winter.—*Dartmouth.*

Architecture is not taught in any New England college, but a Professorship in this department has very recently been established at Princeton.

The Boston University authorities are considering a plan, by which each class in the Academic Department may be limited in size, and filled yearly by competitive examinations.

The boat-house of the Dartmouth College Navy, together with its boats, sculls, and shells were recently destroyed by a heavy gale. The loss is estimated at from \$2000 to \$3000.

The total invested funds of Harvard University amount to \$3,138,218, and the gross income to \$218,715. She has 1370 students, and 129 Professors and Tutors, or one for every ten students.

Dartmouth College takes a long step towards admitting women as students, by allowing a young woman to attend all class recitations and lectures, and be examined with the young men, though reciting privately and only occasionally to the professors.—*Ex.*

A short time since President Smith of Dartmouth College, owing to ill health, tendered his resignation, which, after much reluctance and the offer of a vacation, the Trustees accepted. In his resignation Dartmouth loses the direct service of a highly esteemed and universally honored President. He had held the office since 1863, and is now seventy-two years of age. On Jan. 30th, at a meeting of the Trustees of the College, held at Concord, N. H., the vacancy was filled by the election of Rev. S. C. Bartlett to the Presidency.

Much has been said about our Sophomores, both in these columns and in other papers—far more, we think, than necessary, unless the truth can be better told. But as usual, after spending a little time with "papa" and "mamma," the common sense of the Sophs is returning, and we expect to see them in our midst at no distant day. We understand the conditions on which the class returns to be: That no combinations shall hereafter be entered into by the class, etc. The latter condition we don't fully understand.

The following is a list of the Bates students who have been acting the pedagogue during the Winter vacation, with their respective places of teaching as far as heard from:

SENIORS.

M. E. Burnham	Tougaloo, Miss.
L. A. Burr	Lisbon Falls.

J. A. Chase	Wolfborough, N. H.
O. B. Clason	Farmingdale.
P. R. Clason	Brunswick.
C. V. Emerson	Yarmouth.
N. P. Noble	Milo.
F. F. Phillips	Colebrook, N. H.
J. W. Smith	Phillips.
G. A. Stuart	Lee.
G. H. Wyman	Lisbon Factory.

JUNIORS.

J. Q. Adams	Bowdoinham.
M. Adams	Georgetown.
D. M. Benner	Wales.
C. E. Brockway	North Georgetown.
A. Gatchell	East Monmouth.
S. J. Gould	West Bethel.
B. S. Hard	Lebanon.
F. O. Mower	East Wilton.

SOPHOMORES.

E. M. Briggs	Pittsfield.
F. L. Baker	Richmond.
F. Howard	Stetson.
R. F. Jonhonnott	Pittsfield.
F. N. Kincaid	Westbrook.
W. E. Lane	Monmouth.
E. A. McCollister	Canton.
S. C. Mosely	Gardiner.
F. P. Otis	Somewhere.
W. E. Ranger	Bryant's Pond.
L. M. Sessions	Stetson.
M. C. Smart	Somewhere.

FRESHMEN.

C. H. Deshon	South Limington.
J. Donovan	Lisbon Falls.
W. B. Ferguson	Belfast.
I. F. Frisbee	Kittery.
F. L. Hayes	Bowdoin.
J. H. Heald	Fryeburg.
C. A. Holbrook	Somewhere.
M. P. Judkins	Bowdoin.
W. H. Judkins	Bowdoinham.
C. G. King	Lyndonville.
C. E. Knight	Livermore Falls.
H. L. Merrill	Yarmouth.
W. B. Piper	Somewhere.
J. A. Plummer	Gardiner.
W. A. Purington	Webster.
H. M. Reynolds	Somewhere, N. H.
J. Scott	Sherman Mills.
F. P. Sprague	Orr's Island.
W. P. White	Phipsburg.
A. L. Woods	Belfast.

PERSONALS.

[Persons possessing information of interest in regard to the whereabouts or positions of the Alumni, will oblige by forwarding the same to the Editor.—EDS.]

'67.—A. Given is pastor of the Free Baptist Church at Greenville, R. I.

'68.—T. O. Moulton is meeting with good success in the practice of law at Manchester, N. H.

'69.—W. H. Bolster is pastor of the Free Baptist Church at Everett, Mass.

'70.—I. Goddard has taken a new partner, and is now practicing dentistry in Lewiston, under the firm title of Goddard & Brann. His partner is a graduate of Harvard Dental School.

'71.—J. N. Ham has a fine situation as Principal of the High School at Peabody, Mass., and is meeting with flattering success.

'71.—G. W. Flint is teaching the High School in Collinsville, Conn.

'72.—T. G. Wilder was lately ordained pastor in the Free Baptist denomination. The ordination sermon was preached by his classmate, C. A. Bickford. He is now settled over the church at Waterford, Mass.

'73.—E. R. Angell is Principal of Pinkerton Academy at Derry, N. H.

'73.—F. W. Cobb is studying theology in the Divinity School of Yale College.

'73.—J. P. Marston is Principal of the High School at Wiscasset, Me.

'73.—L. R. White is studying in the Harvard Medical School.

'74.—M. A. Way is Principal of the High School, Woonsocket, R. I.

'74.—W. E. Ham of Wales was admitted to the Bar at the January session of Supreme Court held in Auburn.

'75.—H. S. Cowell is Principal of Francistown Academy, N. H.

'75.—L. M. Palmer is Principal of the Academy at Hopkinton, Mass. He is succeeding finely.

'75.—F. H. Smith is teaching in Winthrop, and is also reading law.

'75.—J. Nash was admitted to the Bar at the January session of the Supreme Court held at Auburn. He is intending to begin practice here in Lewiston.

'76.—T. H. Stacy has lately been taking private lessons of Prof. Smith, at the School of Oratory connected with Boston University. He is Tutor to the Freshmen in rhetoricals.

'76.—J. O. Emerson is teaching the High School at Milton Mills, N. H.

'77.—M. E. Burnham has recently been promoted, and is now Principal of the Normal School at Tougaloo, Miss.

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Professor of Psychology and Exegetical Theology.

RICHARD C. STANLEY, A.M.,
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OLIVER C. WENDELL, A.M.,
Professor of Astronomy.

JOHN H. RAND, A.M.,
Professor of Mathematics.

THOMAS H. STACY, A.B.,
Tutor in Elocution.

CLASSICAL DEPARTMENT.

TERMS OF ADMISSION.

Candidates for admission to the Freshman Class are examined as follows:—

LATIN: In nine books of Virgil's *Æneid*; six orations of Cicero; the *Catiline* of Sallust; twenty exercises of Arnold's Latin Prose Composition, and in Harkness' Latin Grammar. GREEK: In three books of Xenophon's *Anabasis*; two books of Homer's *Iliad*, and in Hadley's Greek Grammar. MATHEMATICS: in Loomis' or Greenleaf's Arithmetic, in the first twelve chapters of Loomis' Algebra, and in two books of Geometry. ENGLISH: In Mitchell's Ancient Geography, and in Worcester's Ancient History.

All candidates for advanced standing will be examined in the preparatory studies, and also in those previously pursued by the class they propose to enter, or in other studies equivalent to them.

Certificates of regular dismission will be required from those who have been members of other Colleges.

The regular examinations for admission to College take place on the second Saturday before Commencement, on Tuesday preceding Commencement, and on Saturday preceding the first day of the Fall Term.

COURSE OF STUDY.

The regular Course of Instruction is that commended by the leading Colleges of the country as eminently adapted to secure liberal culture and a sound classical education.

EXPENSES.

The annual expenses are about \$200. Pecuniary assistance, from the income of thirteen scholarships and various other benefactions, is rendered to those who are unable to meet their expenses otherwise.

Students contemplating the Christian ministry receive assistance every year of the course.

THEOLOGICAL SCHOOL.

This is a department in the College, established by vote of the corporation July 21, 1870. It occupies Nichols Hall, situated about a quarter of a mile from the College buildings, and is in charge of a special Faculty appointed by the College corporation.

Candidates for admission are required to furnish testimonials of good standing in some Christian church, and to give evidence of their duty to prepare for the gospel ministry, certified by the church of which they are members respectively, or by some ordained minister.

Those who are not graduates from College, previous to entering upon the regular course of study, must be prepared for examination in the common English branches, Natural Philosophy, Physiology, Chemistry, Geology, Astronomy, Algebra, and in the Latin and Greek languages.

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COMMENCEMENT.....JUNE 27, 1877.

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The Course of Study comprises three years and as many classes; that is, the first year, or third class; the second year, or second class; the third year, or first class. The classes are so arranged that students can enter the school at any time during the year.

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FEBRUARY, 1877.

No. 2.

THE

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Published by the Class of '78.

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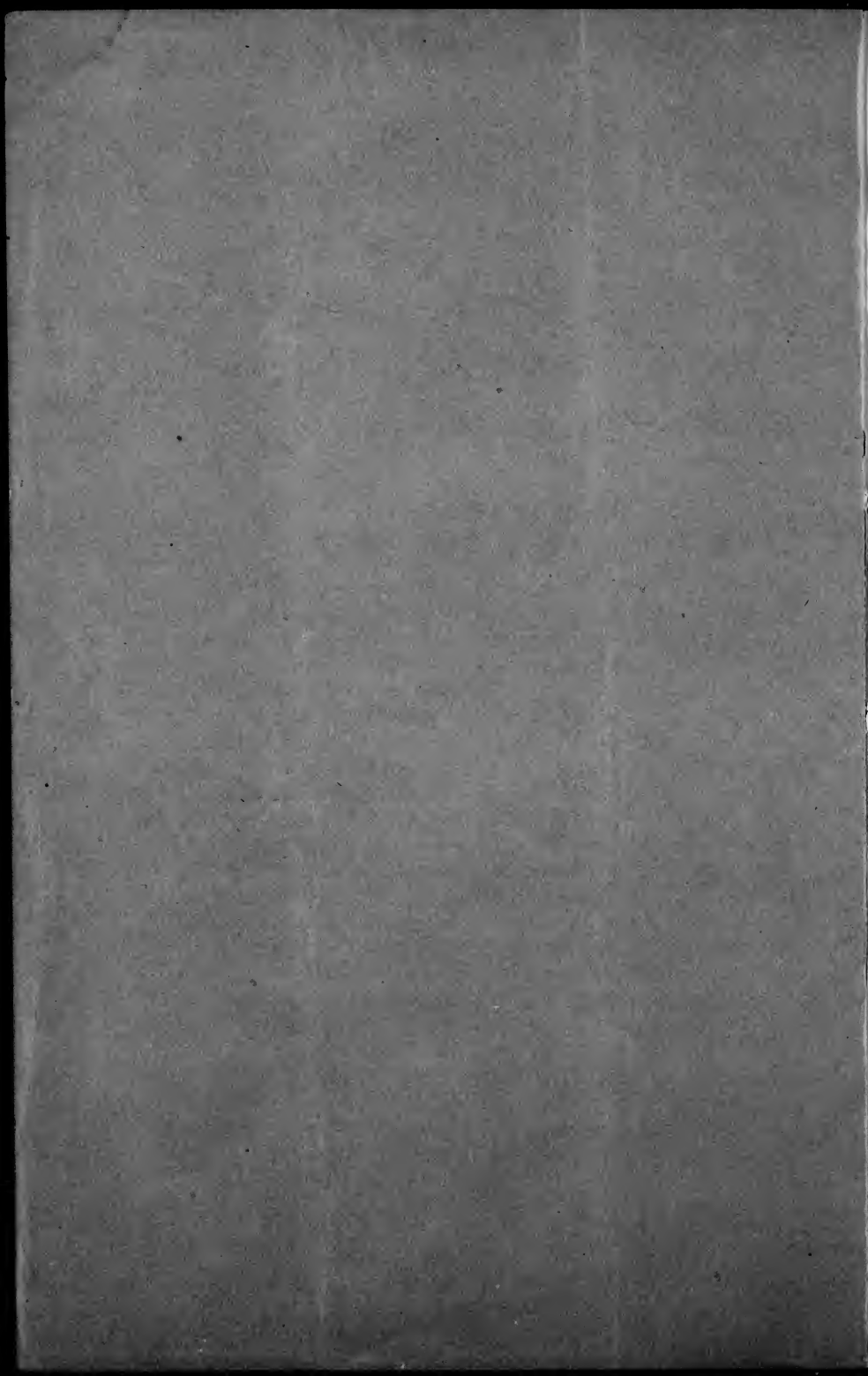
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THE
BATES STUDENT.

VOL. V.

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No. 2.

IMAGINATION AS AN ELEMENT IN PULPIT ORATORY.

ELOQUENCE is the presentation of facts, ideas, truths in such a manner that passions, purposes, dispositions are born or strengthened in other minds, by the speaker. The end of eloquence, persuasion, cannot be effectively secured, except imagination enables the orator, as by inspiration, to clothe with attractiveness and power even common and familiar truths.

Some attraction must be offered, some promise of gratification given at the beginning of a discourse, in order that attention may be secured; therefore the speaker must avail himself of the advantages of vivacity, beauty, sublimity, and novelty in their appropriate places.

The value of imagination as an aid in securing conviction, inducing belief, must not be overlooked. Illustration is not argument, we sometimes deprecatingly say, as if its use

were either a cause for apology, or a sign that the minds of an audience had been swayed by some means not the highest or noblest. But illustration may be not only argument but something more and higher. A rhetorical comparison is an argument from analogy, and as we often find that comparison secures quickest and surest conviction, we must allow it to stand for the most conclusive argument.

Not only is the attention gained, but the memory is strengthened by the use of metaphor, allegory, simile, antithesis, and prosopopœia; figures of speech by which the imagination, as well as the reason, is addressed.

A dry, matter-of-fact presentation of truth develops utilitarianism. The preacher may claim that as he is called to deal with facts of the most momentous character, he is forbidden

excursions into the realm of fancy. It is not the realm of fancy to which we would invite him, but as he would be an efficient preacher of truth, he must present that truth in its higher, more quickening relationships. To such a task he is imperatively invited.

Let men be made to feel that the real things are those they see and touch,—that the chief realities are those which the reason alone can apprehend and weigh, and the very truth of God becomes something like an untruth in its relations to their souls. No correct statement of a doctrine can be given without aid from the imagination, nor is an adequate interpretation of the Scriptures possible without it. Many of the most valuable portions of the Bible are meaningless to a mind in which the imagination is feeble or unhealthy. Niagara cannot be fully represented by mathematical measurements. Nor can a mind devoid of healthful, strong imagination comprehend the grandeur and beauty of certain portions of God's word.

Only a poet can understand and intelligently criticise a poetical effusion. None but a poetic nature can suitably set forth the song of Miriam, and respond to the Psalms of David. Failure in interpretation of the Scriptures, and in criticism, have arisen in connection with the labors of commentators whose tastes and tendencies of mind forbade their sympathy with the workings of cer-

tain minds which they would interpret or criticise.

A Cowper, having a heart equally Christian with a MacIntosh, and an intelligence equal to that of the latter except in mathematics, but possessed of vastly greater poetical insight, would be the safer and more preferable interpreter of sacred poetry. A soul which is almost a stranger to the feeling of sublimity and in which imagination is feeble, cannot grasp that startling imagery of Isaiah where he describes the Babylonish monarch descending to Sheol. No magic wand or word can impress upon such an unresponsive soul the picture of ghosts of kings and nations hastening to receive the mighty fallen one. "Hell from beneath is moved to meet thee at thy coming; it stirreth up the dead for thee, even all the chief ones of the earth; it hath raised up from their thrones all the kings of the earth."

"The rare charm of that accomplished biblical scholar, B. B. Edwards," arose from the sympathy of his soul "with the beauty and majesty of the inspired word. He sat at the feet of the old prophets and singers of Israel, as the young artist at the feet of Michael Angelo." The preacher may preach the catechism and systematic theology, all of which may be eminent truth, and yet not succeed in conveying the living truth to his audience.

The secret of effective eloquence is seen in the principles which Christ

embodied in his teaching. See his word-pictures. See how present and common things appealing to ear, eye, æsthetic enjoyment, are made to set forth spiritual truths. "Parables are his sermons," in which the sublimest truths and most anxious concerns of men are set forth by the pictures of Lazarus and Dives, of the lily, the sparrow, the wheat, of Spring flood and shifting sands.

The secret of the power of many successful preachers is expressed in the compliment of an attentive and discriminating hearer, who said he was especially helped by the sermon of his pastor because there were so many "likes" in it.

We are not to confound imagination with the indulgence of vagaries; it is not chargeable with absurd figures and redundant style; it is not day-dreaming and mere fancy. It is a faculty of the soul, having an essential ministry of helpfulness in conveying living truths. Not imagination, but the want of it, led a legislator to use this startling conjunction of figures: "The wheels of Government are blocked by sharks, which like the locusts of Egypt settled on every green thing."

He who cannot perceive the beautiful cannot minister at the altar of living beauty. Only a heroic, courageous soul interprets Elijah the prophet; a contemplative, sensitive spirit, John the beloved. The speech that lives must present truths, not in the symmetry and reg-

ular beauty of a Venus de Medici in marble, but with warm flesh and coursing life-currents. With some modifications the preacher may apply to his work Ruskin's statement of the value of the ideal: "This secret and poetical enthusiasm in all your hearts, which as practical men you try to restrain, is indeed one of the holiest parts of your being. It is the instinctive delight in, and admiration for, sublimity, beauty, and virtue unusually manifested. And so far from being a dangerous guide, it is the truest part of your being. It is even truer than your conscience. A man's conscience may be utterly perverted and led astray, but so long as the feelings of romance endure within us, they are unerring—they are as true to what is right and lovely as the needle to the north."

The preacher must be a poet; nature and life must wait upon him with quickening ministries; he must hold them at his bidding; he must cherish the ideal, the beautiful in truth and virtue. That prince of American preachers, Horace Bushnell, is a wonderful example of this "creative imagination which penetrates moral questions, is full of moral conceptions, and gives power to recall and represent moral and spiritual ideas with almost concrete force and reality." (*New Englander*, Jan., 1873.)

"Only the last exquisite results of mental action are proper for public address," and these are reached

when all the labor of preparation is elevated, chastened, made glowing in the mind of the speaker by the power and presence of an all-quicken- ing, all-embracing imagination which sets truth in its sublimest relationships, and makes it shine forth as an inspiration. Then he reaches the deeps of men's souls with the power of a master of assemblies. That which was hidden he causes to appear openly with winning beauty; that which else had lain dead becomes full of life-giving ministries. The interpreter becomes an inspired prophet. Thought is wedded with feeling, intellect with spiritual sensibility.

THE FIRST SNOW STORM.

PART SECOND.

FAR out beyond the busy town,
 Across the hills and meadows brown,
 Still falls the snow: it covers up
 Green banks where grew the buttercup,
 Embraced with moss, and violets,
 And modest, laughing-eyed bluets.

Arbutus buds have sought the light;
 But, like some alabaster jar,
 In which perfumes and spices are
 Confined, until a gala day
 Full worthy of such treasures rare
 Shall break the seal and drug the air,—
 The crystal flakelets here unite,
 And hide the flowers and spice they bring,
 To burst at length with bursting Spring.

The crisp, dead leaves blot out my road,
 That wound among the summer wood,—
 Among the wood, where thrushes sung,
 And, singing, reared their migrant young.

And now the leaves still whiter grow;
 The thrush's nest is full of snow;
 And round the branches spreading high,

So thin and bare, against the sky,
Like spectre fingers, weird and old,
The snowy mantle spreads its fold.

Sweet Summer saw, in happy mood,
A brook flow by the margin wood;
And there, where reeds and rushes drown
With birds abalance on their tips,
Across the hills the herds came down
To draw from deep-reflected lips.

And ran the laughing brook its way,
'Neath alder tassels, thin and gray—
Where spider-webs hung all the day,
And glanced the Summer sun away—
O'er pebbles smooth, with merry glees,—
A moment resting at the pool,
In forest alcove green and cool,
To kiss the bending moneses,
And lave the roots of thirsting trees,—
Then out again 'mong hills and leas,
To find the dim and distant seas;

As seeks a soul that path of life —
Though winding round through sin and strife —
Which leads at last to God: and so,
As mighty barriers block the way,
Bedim the life, shut out the day,
The brook has lost its gentle flow,
And curdles cold beneath the snow.

No longer in the early morn
The quail pipes mid the stubble corn,
No longer rustles shrub or tree,
Nor waves the flowing meadow sea;
And some who laughed and loved in Spring,
Who saw with us the blossoming
Of peach, and apple blossoms rare,—
And sensed their fragrance in the air,

Who loved these hills, and valleys free,
The murmur of the azure sea,

The circling clouds, as well as we,
 Whose hopes and hearts in ecstasy
 Were strong for life's best ministry,
 Beneath the turf upon the hill
 Are lying lonely, cold, and still.

Oh! lone and still upon the hill!
 And round the mound of lifted ground,
 A silvery shroud of snow is wound.

Though while I gaze into the night,
 A mist bedims my shortened sight,
 The light is bright and clear, I know,
 Above the whirling, drifting snow;
 Far, far beyond the driving clouds
 Are robes more white than snowy shrouds.

CIRCUMSTANCES.

WE should make circumstances our servants instead of allowing them to be our masters. They are sure to be the one or the other, according to our strength of purpose. If they do not serve us in the way we could wish, it will avail nothing to fret over it, but we should strive to make them acceptable in some other way.

Some of us appear to live upon the principle: "If I can't have what I want, and that according to my own plans, I won't have anything." If we adopt this rule we unwittingly lose a great part of our lives' discipline. Who of us ever succeeded in every undertaking? Who of us have not been disappointed when it

seemed that our careful planning should secure the longed-for result? If, then, these disappointments are inevitable, it would seem as though the shaping of our lives lies entirely without our power—the subject of circumstances. This is a mistake. We are all free agents, and have the power to mold not only our own characters but also in some degree those of others. It depends solely upon where we place our hopes of happiness, whether it be within or without ourselves, subject to the will of God or that of man.

Circumstances and fate are virtually the same thing. Our destiny is very likely to be what we make it. Some feel as though there was

an opposing fate at each corner of their life, which, as heeded, grows more and more formidable.

Every rose has its thorn, and instead of making the best of this inevitable and pleasantly avoiding its sharpness, we insist on grasping it thorn foremost. We cannot even eat a plum without wishing it had no stone. One thinks if such and such things were out of the way, he might succeed as well as any one else, and be as rich and influential. Another laments his ungovernable temper or his tendency to intemperance. If he could only rid himself of this, he might be a worthy Christian man. O yes! if there were nothing against us, we must be stupid not to advance rapidly. It is always easier going with the current than against it; and yet the stronger the current the more downward its tendency. He who has the most to contend with often holds the highest positions of fortune and influence.

The history of Benjamin Franklin nicely illustrates this principle. No man ever fought against poverty more sturdily than he. No man ever struggled upward with a more steady and undeviating step. Few have gained their knowledge with so much difficulty, and so much of it by experience. No one had a wider and more varied store of information. No one had a mind more vigorous, or a character more marked by strength and independence. He did not allow circumstances to cramp

or depress him, he climbed above them and gained strength in the effort. The same principle is confirmed by Lincoln's career, and a thousand others might be named who by their own unaided exertions have risen from the lowest to the highest positions in society; men who have reaped the most important advantages from, and owe much of their greatness to, those very conditions which are so generally considered unfortunate obstacles. These are purely self made men. Such men and women, whether they occupy positions of public honor or private usefulness, are not only the strongest, bravest, and truest, but the most helpful and tender.

Only till one has been through and suffered from the drawbacks and disappointments of a struggle to make his own place in the world, can he thoroughly sympathize with, and wisely assist those who are following in his path. If our aim be a selfish one we are not so willing to share its enjoyments with our fellows. We can be thankful, however, that He who judges us does not estimate our merit merely by results; but every obstacle we overcome, every burden bravely borne, every sin we have trampled down, will weigh heavily in the balance to our favor; and many a poor, weary soul, whose life work has seemed in vain, will stand higher in the Hereafter than those who are looked upon by the world as nobler.

Every circumstance can be molded into suitable shape for our life-structure. Is it then any wonder that the denizens of the cabin or the hovel of one generation become the administrators of justice and lords of palaces in the next? Is it wonderful that the most illustrious of the few immortal names have been drawn from the ranks of self-made men? It must ever be that the genius which has been refined and purified by the most trying ordeals will blaze forth with the brightest splendor; and he must be an exceeding great man, who, though reared in a palace, and in the midst of luxury, is still able to cope with him who has tarried long and traveled far in obtaining the object of his ambition.

ECHOES.

Sweet nymph! thou seem'st to me but too divine, O! *Φαίνω.*
 Oh, say that thou wilt stay and wilt be mine, O! *Μείνω.*
 Thou art not in a loving humor, dear. *Οὐ μὰ Δία.*
 Then shall I go and drown my soul in Lethe? *Ἰθι.*
 Oh, canst thou have for me so little pity? *Τί.*
 To crush my soul, when thou hast decoyed her? *Οἶδα.*
 I must then go with bleeding heart to die. *Δεῖ.*
 Farewell! I care nought for thee, heartless maiden! *Μηδέην.*
 No words could call me back, however flowery; *Φλυῶρες.*
 No, no! too late! I go! farewell, sweet Echo! *Ἦχω.*
 My love comes back. I burn again. Heigho! *Ἰώ.*
 Oh, tell me where thou art! Alas, poor me! *Ποῦ εἶμι.*
 Oh, tell me what thou art! A statue wooden? *Οὐδέν.*
 Adieu, cold mockery, since I cannot see thee. *Ἰθι.*

—*Harvard Advocate.*

ITALY.

THE history and literature of this country, from the earliest moment of its civilization down to the present time, can well be considered as the history of the progress of the human mind in the whole Christianized world. Where was it, but on Italian soil, that the seeds of civil and religious liberty were first developed? Where was it, but in this country, that all branches of industry and commerce, of letters

and arts, first reached their meridional splendor? It's true, Italy has sown while others have reaped—what she only began, other nations under better circumstances are now happily accomplishing. It's true that that activity which first characterized her conduct has gradually slackened, and she has long since been left far behind her sister nations. Yet *there was a time* when she was ruler and mistress of the world, and to that time must our own nation look if she would know her own history. As it was with Italy, so it may be with her. The abuse of liberty led the Italian Republic to an immature death; so the greedy longings of this Republic for more territory, the feuds and factions between the different States, may hasten her to an untimely grave. A Republic, liberty, freedom, cities, temples, splendor, and power—such was old Italy. But should you visit Italy to-day, ruins of forums, arches of bridges and aqueducts, Gothic castles and temples, nunneries, dungeons—the wreck of all ages, all crushed in one common heap—would be presented to your view. Institutions and structures, honored by time and great names, are no longer to be seen. The gladiator's shows have been changed for popish ones, and the eagle which once soared over the imperial city has been smitten down and lies prostrate

in the dust. What a contrast this country presents to its former greatness, and to the condition of our own nation. When the Cæsars ruled in this land and owned its temple-covered plains, who would have believed that the time would ever come when a few husbandmen would till its desolate fields; or, stranger still, that a then unknown forest beyond the ocean would become a fruitful land, and its people look with pity on Italian desolation. But such is the case. The mightiest empire the world ever saw and an untrodden forest stood upon the same earth. The mighty empire has become a desolate province; the wilderness has become greater than an empire.

But what is to become of Italy? Shall her name remain buried beneath the vengeance of the papal power? No. She is about to awake a different being and pursue a new course. Already the shout of Protestantism and of freedom is heard within her borders; already she begins to emerge from the degradation where papacy has laid her, to become the beacon light of liberty unto the nations of the earth.

“Such is the moral of all human tales,
’Tis but the same rehearsal of the past,
First freedom and glory—when that fails,
Wealth, vice, corruption, barbarism at last,
And history, with all its volumes vast,
Hath but one page.”

LIFE'S BELLS.

THERE cometh a chime
 In childhood's time,
 That peaeth merrily,
 That soundeth cheerily —
 Children listen, and love to hear
 Those glad, full notes that please the ear,
 Raising their shouts to meet the bell,
 Wond'ring, what doth its story tell?
 Then laugh and forget so gay,
 Thinking bells ring thus away!

There cometh a chime
 In youthful time,
 That swelleth surgingly,
 That speaketh urgingly —
 The youth will list, and wonder much;
 The voice of bells his soul doth touch.
 High beats his pulse, while breath comes fast,
 Looking out o'er the future vast.
 That bell—it hath filled his heart;
 May its voice no more depart.

There cometh a chime
 In manhood's time,
 That ringeth steadily,
 Or pauseth readily.
 Anon he harks, nor fails to note
 Whence his thoughts on those changes float.
 If upward, well for that man's life;
 'Twill carry him through storm and strife.
 Steady, clear, and full, and sweet,
 Chime the bells where duties meet.

There cometh a chime
 In old age's time,
 That falleth so purely,
 That cometh so surely —
 O weary one, how fine and clear

Those accents rise you loved to hear!
The undertone of childhood's bell
Mingling with this most solemn knell.
Wondrous music fills his soul—
He hath won the lofty goal!

AM I UNREASONABLE?

AM I unreasonable in wishing my minister to be enthusiastic? I am aware that it is no cheap requirement, but haven't I the right to demand this great thing of him?

No matter what a man says if it is the result of his thoughtful and prayerful study, if it only enlists his enthusiasm. But isn't that giving him a good deal of liberty, and won't he be misunderstood? It is the liberty of the free man, no more; and as for his being misunderstood, why, to use a paradox, he must be misunderstood in order to be understood. All can not understand one human leader. There are a diversity of leaders, resulting in differing denominations. There can be no perfect harmony in thought between these various sects. Charity should bind them together as fellow workers, but that is another thing.

I am aware that to be enthusiastic the preacher must be cognizant of his own characteristics, and be thoroughly an individual in the pul-

pit as well as out of it. This will lead him to develop his fondness for certain lines of thought among which he feels at home. Books treating of his chosen subjects elicit from him a peculiar sympathy. Illustrations of these truths come home to his heart as he picks them up in the household or on the street. Thus he involuntarily pays a devotion to these things such as he can not summon for other lines of thought. Am I unreasonable in wishing him to stick to it and preach these phases of the truth in all earnestness? For then I am confident of having soul preaching, not that manufactured in the laboratory of the intellect, no matter how fully furnished or trained by culture.

What, would you have a hobbyist? Yes, far rather listen to hobbyism than to insipidity. However, let him add just so much culture as his individuality can keep under, not a whit more.

Then there is a wider field, includ-

ing this but not excluding a great deal more, which will correct excessive individualism better than the training of the schools. There is a world filled with men and women, of the little people who are fast taking the places of men and women. These it is the preacher's business to mingle with and study. We gladly release him from the duties of gaining a livelihood, that he may pay the closer attention to what is going on in his parish, his town, his State, and his country, who in the quiet of his study shall solve some of these riddles that meet him in life, and lay bare before us that which prompts to action, and those motives which are generated from deeds already committed; who shall bring before our eyes local heroism, local deeds of loving-kindness, local sweetness of temper, local temptations overcome, and local temptations not conquered, no less than the remarkable and inspiring thoughts and deeds of the great of the earth.

It is practically useless for me to strive after an ideal as a whole that cannot be realized. I shall soon be discouraged. But if I am told to endure hardness, to be gentle, to fight a bad temper, to quiet a garrulous tongue, to be amiable, to think of others, to seek truth, to do good, and trust the Father, and each of these respectively are shown to me as being put in practice by this one and that one of my neighbors,

together with the facts how some have succeeded and some have failed in their attempts to live this one and that one of these special virtues,—these things touch my heart and awaken my thought. Am I unreasonable in wishing a preacher to touch the heart and awaken the thought?

Again, am I unreasonable that I do not wish to accept as my spiritual teacher one who is practicing the art of preaching—one who has learned something of theology and something about the rules of sermonizing, and who goes out on Sunday to tell what he knows and also to see how nicely he can tell it? This is a ticklish subject. Let all honor be to those souls who commence their ministry in sincerity before completing their course; but even these labor under a disadvantage. So, without saying what proportion of the students in theological schools go out to preach with the spirit above indicated, it is a safe remark that a tendency towards this irreverent spirit is easily detected by any close observer. How much good the text-book called "Evidences of Christianity," studied in college, ever did any student, we can not tell; but one thing seems quite evident: that it is prone to callous those fine susceptibilities of sacredness and awe with which we would approach in thought the life hid with Christ in God. And, if we mistake not, the same habit is gen-

erated in theological schools by those who preach before their graduation.

Not many years ago, a student who stood well in the estimation of his instructors related in an affecting manner, upon an impressive occasion, an account of his first effort at preaching. He told them how dejected he felt when the sermon was through, how overwhelming doubts filled his mind in regard to whether he was really called to the ministry, etc. Soon after, it was narrated by one who was in the congregation on that Sabbath eventful to the novitiate, one who sat in a position to plainly see the young preacher, after finishing his sermon, put his head behind the pulpit and with a comrade giggle like a school-girl. Common sense tells us that, with all charity, one who felt that the woe was upon him if he preached not the gospel, and who after his first attempt was met with overwhelming doubts as to the truth of that call, would be in no fit mood to "laugh and laugh," as the one who witnessed the irreverence expressed it. The question we would bring home is, simply—Would that young man have as easily succumbed to that irreverent spirit, if his first attempt to preach had been deferred till after graduation, when he would more naturally have been compelled to feel that his life work

was upon him in deed and in truth, as he did when he went out to try his hand at preaching? He was no scape-goat of a student. Not to our knowledge has he done anything since for which the world would condemn him, either in his moral or religious life. It is the system we would have the reader consider, and the individual only as it helps to interpret that system.

But above all, let a preacher forsake his text-books and skeletons of sermons, and all that sort of thing, when he leaves the seminary. Perhaps they are sufferable in a theology, but this unindividual preaching by one in the midst of his years and labors—well, am I unreasonable that I do not wish to listen to it? It is eloquent for a member of a Reform Club to arise and in simple earnestness say that by the grace of God he has been enabled to keep the pledge another week. Should you advise him to study text-books of temperance and fill in the outlines of a temperance address in its place as a speech? If he has more to say, let him say it in the same simple earnestness of spirit, but let him not ape anybody else's personality; for his effectiveness is deadened just as soon as he begins to think more of how he is going to speak than of what he is to speak.

HOW TO CURE A BAD MEMORY.

Your memory is bad, perhaps; but I can tell you two secrets that will cure the worst memory. One of them is, to read a subject when strongly interested. The other is, to not only read, but think. When you have read a paragraph or a page, stop, close the book, and try to remember the ideas on that page, and not only recall them vaguely in your mind, but put them into words and speak them out. Faithfully follow these two rules, and you have the golden keys of knowledge. Besides inattentive reading, there are other things injurious to memory. One is the habit of skimming over newspapers, items of news, smart remarks, bits of information, political reflections, fashion notes, all in a confused jumble, never to be thought of again,

thus diligently cultivating a habit of careless reading, hard to break. Another the reading of trashy novels.

Nothing is so fatal to reading with profit as the habit of running through story after story, and forgetting them as soon as read. I know a gray-haired woman, a life-long lover of books, who sadly declares that her mind has been ruined by such reading. A help to memory is repetition. Nothing is so certain to keep your French fresh and ready for use, as to have always on hand an interesting story, in that language, to take up for ten minutes every day. In that case you will not "forget your French" with the majority of your schoolmates.—*St. Nicholas.*

EDITORS' PORTFOLIO.

COLLEGE MORALITY.

SEVERAL articles have recently appeared in both college and secular journals on the subject of college morality. One writer, taking the last graduating class of Yale College for his key-note, has given anything but a pleasing picture of college morals; another, with a kindly feeling and a tender regard for his *Alma Mater*, shows that the morals of the average college students are not so low as many people assert or pretend to believe. We had not chosen this subject, however, unless several quite sweeping statements had lately been made in our hearing concerning colleges generally, and particularly our own; and these, too, by persons whose opinions on other topics are considered sound and sensible.

There is a certain class of persons, much larger than it ought to be in this enlightened age, who seem to delight in heaping abuse upon colleges, and in circulating every report concerning any little irregularity on the part of students, of which they may have heard; in their opinion, the average student ought to be in the reform school instead of in college. The story of putting a cow in the belfry, or of some powder

explosion, which has been told of some of our older colleges, is implicitly believed and often repeated; until finally such occurrences come to be looked upon as a favorite recreation of the students. If one attempts to correct these erroneous opinions and state the truth in regard to the case, he is listened to with provoking gravity which seems to say: "It does very well for you to talk—you are one of them—but you can't pull the wool over our eyes."

Now, whom shall we blame for the prevalence of these erroneous ideas? That they are such, every one knows who understands the truth of the matter. We mention first the newspaper reporters, many of whom eagerly grasp any trifle of irregularity in the conduct of students, and produce therefrom a lengthy article in which are set forth all manner of unpardonable sins. Students themselves we fear are often to blame; they desire to be heroes or to be considered so, hence they tell to doting parents and admiring sisters what wonderful things happen "in college." Sometimes these things do happen, yet quite frequently they do not. However, it would be strange if a hundred or a hundred and twenty-five boys, gathered from

different parts of the State, some reared in the country and some city bred, should not at times be restless, and attempt something to break the monotony of college life and create a little excitement; this follows as a natural consequence. To those possessed of energy and spirit, there is nothing harder to endure than monotony; we tire of unvaried food, duties, and scenes, and long for a change. A single drop of water falling constantly on a person's head will, it is said, in time drive him mad. Still many will persist in saying: "Why in the name of common sense don't they attend to their studies, improve their opportunities, and fit themselves for future usefulness?"

There are of course in every college some students who never have, and never will cultivate habits of study, and who find vent for their superfluous energies in originating and executing various plots; these, however, are a small proportion of the whole, especially in our own college; yet all are often condemned on account of the sins of a few. We know also that one is exposed to temptations, and that parents often hesitate about sending their sons to college, fearing that they may be ruined both physically and morally. College officers are often censured, sometimes severely, because they do not enforce better order and conduct students to an honorable issue at the completion of their four years' course; but those who thus criticise

should remember that college is not a reform school under a different name, nor is it a house of correction. The student's life is one of great liberty, and there may be danger in some cases, arising from the sudden removal of those influences and restraints which were thrown around them while at home; yet we claim that the responsibility of a young man's ruin can very rarely be attributed to college influences. The temptations of college life differ not much in kind from those of the world; they are, we think, less dangerous, because they are tempered by the constant advice of professors whose opinions always command respect. We think if a number of students, and an equal number of young men in society anywhere, should be compared and their progress in life noted, that the balance would be largely in favor of the students. This may at first appear untrue, for their positions differ. When a young man in college does make shipwreck of himself, his fall attracts attention, because he has formed a large circle of acquaintances, and has been placed in a conspicuous position; while on the other hand scarcely any notice is taken of those who in mixed society pass into oblivion like the leaf that falls in the silence of the lonely forest.

An exchange gives some interesting statistics as to the number of church members in different colleges. From it we learn that in the Eastern

and Middle States the proportion is about two-fifths of the whole; in the Western colleges it is greater; at Harvard the proportion is one-fifth, at Dartmouth and Williams one-half, at Bowdoin one-third, at Amherst about three-fifths, at Oberlin nearly all. In our own College we find that fully one-half are church members or professors. These statistics ought to satisfy even the most credulous that colleges are not places of rowdiness and dissipation, but that the moral status in them is much higher than among an equal number of young men in mixed society.

OUR LECTURE PRIVILEGES.

The recent opportunities afforded our students for outside culture have established more firmly than ever the superiority of the location of our College. We have always realized the advantages that a city affords over smaller places, but never so fully as lately. The Lecture Committees of Lewiston and Auburn have advertised some of the most eminent lecturers in the country, and the realization of their advertisements have been more than fulfilled. This winter we have had the inestimable privilege of listening to Henry Ward Beecher, Theodore Tilton, Rev. Dr. J. H. Vincent, Rev. W. H. H. Murray, the Rev. Joseph Cook, and Wendell Phillips. It is not within our province to criticise these lectures; we think we can profit more by assimilating the

truths they have imparted. But we do wish to notice a little more particularly the lecture of the "silver-tongued orator," which was delivered in Auburn Hall, on the 22d inst., to a large and appreciative audience. Mr. Phillips's subject was "Daniel O'Connell." Though somewhat extravagant in his statement of facts, Mr. Phillips delivered a lecture of wonderful power and effect. In describing O'Connell, he was describing a man like himself—an agitator—and he did it with an earnestness, an eloquence, and a grace, which no power of words can describe. There is a sincerity behind Mr. Phillips's words that produces conviction in his audience. When he spoke of the trials, and opposition, and danger to which O'Connell exposed himself in behalf of an oppressed and down-trodden race, one could but recall the fierce days of the Slavery Question in which *he* exposed *himself* to the hatred, the hisses, and even the violence of the pro-slavery mob, in behalf of the stolen, friendless negro of the South. Not only is the subject matter of Mr. Phillips's lecture an important lesson, but the manner of his oratory; for whoever heard him has a model to imitate without fear of contradiction as to its perfection.

We think the career of Mr. Phillips beneficial for two reasons which do not apply to most of our public men. First, he has always lived in advance of his time, and never hesi-

tated to break through those lines of policy by which most of our public men have been surrounded, and over which they have not dared to pass. Secondly, however his judgment may have erred at times, his integrity has never been challenged. These two qualifications possessed by a man in this venal age ought, in our opinion, to raise him far above his conservative contemporaries. We hope to have the pleasure of hearing Mr. Phillips again in future lecture courses.

OUR MAIL SYSTEM.

We have at times heard ideas expressed about our mail system. We never like to read or write fault-finding articles, and now we do not intend to reflect on the character of our mail carrier. But we think that some changes might be made for the better. At present the mail is taken by the carrier to and from the post office, in hands, pockets, "trunk," or any way convenient. On arriving at the College, it is distributed almost promiscuously, and unfortunate is he who is not in the Reading Room at the moment of distribution—and that moment is a very uncertain one, too. Such an unfortunate is obliged to wait until by chance he sees the mail carrier and asks, "Any mail for me?" If he receives the reply, "I think there was but I don't know who has it," he has a distant hope of receiving it sometime. This is alike a nuisance to both

parties. Again, one may occasionally receive articles which he does not wish any one and every one to examine, and sometimes we know that articles have been opened by those for whom they were not destined.

What remedy can there be for this? We propose a simple one. Why can we not have a post office in Parker Hall? Room No. 3, directly opposite the Reading Room, is one which no student cares to make his sanctum; it is very noisy, cold, and altogether too convenient for bores; but it is highly suited for such a purpose as this. A simple partition is all that would be needed, and from one hundred to two hundred *lock boxes*. The only objection to such a project would be the expense. But surely that could not be much, and we think that for the accommodation, the students would willingly assist in bearing it. For instance, each student might be compelled to take a box and pay so much for the key.

The advantages, however, are many. We should not hear those everlasting cries for the mail carrier, "Who has my mail?" etc., for one would always know where it was. The use of lock boxes would save all time and trouble to the carrier except that of distributing. Each student could obtain his own mail when he wanted it and without any delay. Valuable letters would not wander about from hand to hand and incur the danger of loss. In fact,

all conveniences possible could be obtained in this simple and cheap way. Why cannot something be done about this, and not in the dim and distant future, but *now*?

NOTES.

As we go to press we learn that the Annual Meeting of the Bates Alumni Association of Boston, was held Wednesday afternoon, February 28th. In our next issue we will give a full report.

We have the pleasure of announcing to our subscribers that with the next number of the *STUDENT* we shall present a steel engraving of Horace R. Cheney, recently deceased. He was the son of our President, for some time a Tutor in the College and always its ardent supporter. He was well known as a brilliant lawyer in Boston.

Prof. Stanley is giving lectures in Philosophy to the Juniors. He illustrates fully by experiment, and gives the students some chance to perform the more simple operations at the close of the lectures. They are very interesting, and should be attended by every member of the class. The instruction derived therefrom is much more practicable and valuable than that which is obtained from text-books. Let us have more of them.

The "Day of Prayer for Colleges"

has been changed by many institutions from the last Thursday in February to the last Thursday in January, but at Bates the old day is still observed. This year it fell on Washington's birthday, hence for a double reason we had no recitations. Appropriate exercises were held in the smaller Chapel of the College in the afternoon. Several of the clergy from the city were present. Very interesting remarks were made by Profs. Stanley, Howe, Fullonton and Rev. Messrs. Fernald, Bowen and Dickerman.

The governing body of Harvard College is decidedly mixed on all subjects of Christianity, Theology, and Philosophy. Mr. Emerson even is in favor of the system of morning prayers. Philip Brooks is a liberal Episcopalian. James Freeman Clarke wants to have the attendance of students upon church compulsory. At one extreme in the Faculty is Prof. Palmer, a graduate of Andover, and at the other Prof. Sophocles who is as filial to his Greek religion as he is to his Greek tongue. Fourteen per cent. of the students are Unitarians, twelve per cent. Congregationalists, and twelve per cent. Episcopalians. About thirty per cent. in all are evangelical in their religious views.—*University Press.*

On Tuesday evening, February 20th, the College students were favored by a lecture from George J.

Varney of Brunswick, in the smaller College Chapel, on the subject of "Romance of Maine Colonies." His discourse contained many facts of interest and importance, and he showed that much time had been spent in the study of this subject. Many items amusing and attractive were interwoven with more substantial matter. He held that this State had not received her due amount of credit in the formation of the institutions of New England and our country. The lecture was interspersed by appropriate bits of poetry. We learn that he intends to publish a book on early Maine history at no distant day, which we doubt not will be excellent. The *Lewiston Journal* spoke in the highest terms of Mr. Varney and his lecture.

. *Alumni et Alumnae*: These few words are for you. We know that many of you have a deep interest in the STUDENT, but can any one who cherishes his *Alma Mater* write, "Please stop my STUDENT," or you who are not subscribers refuse a gentle invitation to aid us by your subscription? It seems strange that some of you have not interest enough in the matters of your *Alma Mater* to give one dollar yearly to learn what is going on within her walls. Not only do we want your subscription, but we want you to express your opinions through the STUDENT'S columns. Most thankfully would we

receive letters and discussions of subjects interesting to our college and its friends. We do not call for parts of rusty old sermons. We clip the following appropriate bit:

Come, ye alumni and alumnae;
Come, ye many friends, unnumbered;
From the kingdom of the College,
From the land of the Hereafter;
Give us of your much spouldulicks,
Of your very plenteous money;
Help us make our paper mighty,
A big chief among the papers;
Thus to live and never die.

EXCHANGES.

We are glad to meet the *Boston University Beacon*. It contains an article on "College Life in Boston," which presents the advantages of Boston University, and the disadvantages arising from the dormitory system and the location of colleges away from cities. Each department is well sustained. Its columns are wholly devoted to college matter.

The *Nassau Literary Magazine*, which has been somewhat criticised for its peculiar cover, is in our opinion a very neatly prepared magazine. It conveys the idea of merit and solidity, that it surely has. It contains several good articles. The "Voice of the Alumni" and "Voice of the Students" are good features. The Editors' Portfolio is well sustained.

We wish the *Denison Collegian* would find some other way of binding (?) its sheets; now they are not connected at all, or stuck so that no one can open them. Better insert

another half sheet and then stitch it. This number contains a good article on "Self-Reliance."

The *Yale Record* pleases us much both in form and matter. We find in it an excellent article on "Unsociability" among college students. It discusses the advantages and disadvantages of their intimate association, and draws this moral: "For the unsocial, 'Happy are ye,' if you can be content to forego 'good times' and mind your own business, for you lose much and gain little. For the social, do not despise all those who do not seek popularity, for some of them are sensible, and worthy of your respect."

We have received a copy of the *School and Home*. It is a fine twenty page journal devoted to "Education, Literature, Science, and Art," and is published by L. G. Goulding, 132 Nassau Street, New York. In it we find columns of value to student, parent, and teacher. Literary notes, wit, and discussions of topics of educational and home interest fill its pages. It is issued fortnightly, and in all respects can be called a good paper.

The *Vassar Miscellany*, that quarterly to which all exchanges make their best bow and scrape, attracts our attention. It has but one prominent blemish, and that is the article called "Man vs. Hairpin," which is hardly intelligible. The first article

is finely discussed both positively and negatively, and that entitled "What Matters Charity to the Strong?" contains many excellent ideas which are well expressed.

The *Acta Columbiana* is a new exchange, and is an exceedingly well prepared journal. We like its mechanical make-up as well as the matter it contains. The article entitled "A Fragment," is made a most successful burlesque by the aid of the *explanatory* notes.

The *Cornell Era* lies before us. It contains this impressive scene: "A Senior was sitting in his room before a cheerful fire." His "lamp had just been lighted," his "general disinclination to do anything" (quite common for a Senior, we believe) "caused him to hesitate." "He gazed into the fire," he did. "His imagination strayed in pleasant fields," "and every now and then a smile would flit," etc. "He imagined himself as he first appeared," "he rehearsed to himself the trying scenes of parting," "in various emotions." "His sister" "bade him be 'a good boy.'" O—O—sighs—groans—and so it goes on like the utterances of a lunatic upon whom the blue-glass cure is just beginning to take effect. By-and-by "he" has something to do with "Tom, Dick, and" the old "Harry," and then "he 'plunges in,' and so we leave him."

ODDS AND ENDS.

A certain "colossal" Junior of our acquaintance uses his "diminutive chum" for a boot-jack.

Pity the poor Junior who went to hear Moody and Sankey by the way of D.... A-las! A-las!!

That Junior who so feelingly sung "There's a sigh in the heart," etc., has lately been trying to soothe that sigh by visiting his sweet-heart.

A Theologue in discussing the authenticity of some remark of Christ's, said, "If Christ spoke that in plain English I don't see but that it is perfectly plain."

A student who sat down, rather suddenly and unceremoniously, in the middle of the road, was heard saying, "There, I'll bet the bottom is busted out."—*Ex.*

A Theologue has a new invention for a spittoon when in church. He spits in his hat and then takes his handkerchief and wipes it out. Patent applied for.—*Ex.*

The *College Courier* has the following: "Kirk says his moustache (?) would sooner be on a girl's face than on his. We doubt about the girls being so anxious for a moustache."

A student in German (of course "unprepared") whom the Prof. was plying vigorously with questions,

overheard a neighbor whisper these words of sympathy: "Hold the fort, brother."

"Johnny, have you learned anything during the week?" asked a teacher of a five year old pupil. "Yeth'm." "Well, what is it?" "Never to lead a small trump when you hold both bowers."—*Ex.*

Imagine the consternation of the chief disputant in a society discussion a few evenings since, when, after eloquently stating his opinion, he hears the President say, "You are on the other side of the question."

Scene: Recitation room in Natural History. Instructor—"Mr. X., have you ever put your head down upon any one's breast and listened to the heart-beats, as Huxley describes them?" Mr. X. (blushing)—"Yes, sir." Class woods up.—*Ex.*

We were invited to dine with a "Club" the other day, and as we sat down to the disheveled hash we could but murmur:—

Now I sit me down to eat
This hash of ancient chopped up meat;
If I should choke upon a tack,
I pray the cook to pound my back.

—*Transcript.*

The latest example of cheek that has come under our notice is that of the Fresh who attended a recent lecture in Auburn, on a ticket to a

previous lecture which he chanced to find. What will he be when he reaches the dignity of Senior?

One of our Profs. was recently requested by a picture-dealer in the city to read the inscription on a French scene he had for sale. Prof. (finding that he could not translate it) exclaimed: "There—there—I don't pretend to know anything about French."

A Fresh whom a classmate had locked into a cellar room recently aroused the neighboring students by crying in whining tones, "I want to come out, this is no joke." He was seen shortly after, clothed in cobwebs, emerging from a window he had espied.

The blue-glass cure is all the rage. A couple of bald-headed Theologues have had blue windows put into their study for this affliction. A young lady of whom we know, recently cured a severely sprained ankle by letting the sunlight shine upon it through a blue veil.

One of our editors is growing decidedly literary. While preparing the last number of the *STUDENT*, he retired one night at a late hour, and on awakening the next morning found his pen resting gracefully over his ear and scissors in hand ready to bleed some exchange.

First Prep.—"Why didn't you black your other boot?" Second Prep.—"Couldn't. Only had one box."—*Ex.* How many boxes do

you use at a time, colossal Junior? You, I mean, whom the boot-black in Philadelphia last summer charged double price for his slight (?) task.

A Fresh commences his social culture in College by attending a church sociable, and of course escorts to the paternal doorstep a bundle of smiles and dry goods. He lingers at the door until he hears within a matronly voice saying, "Hannah, why don't you fetch your mess of greens in?"

Scene: Juniors in Philosophy discussing the kaleidoscope. Prof. sends student (who has not looked at the lesson) to the apparatus rooms to obtain the instrument, describing it as a tube supported on three legs. Student soon returns, bearing majestically an old rusty iron tube standing perpendicularly on a tripod, *alias* an eudiometer-holder, and exclaims: "Is this the animal?" Prof. smiles audibly; class howl.

A Freshman just returned from a rural district where he has been swinging the "pedagogical cane"—and we should judge he had been swinging it in too close proximity to a certain boy's jacket—hands us the following. The original document can be seen by calling on the Editor:—

Mr. X—

I Would Not Like to Have yu to Lick Warren Agin Because i Dont thank yu A Bit Dont yu Lick hem Any Moar it Was Non of your Bisneys to Lick him After Chool hours Wen he Want one we Can give him one.

Mr J—B—.

COLLEGE ITEMS.

The "giant" has returned.

Class of '80 has two new members.

Two of the STUDENT editors are sick.

Members of the Junior Class are soon to organize a Glee Club.

There are twelve secret societies at Yale—six in the Academic and six in the Scientific department.

The Dartmouth Seniors intend to make a three hundred dollar donation to the college library.—*Ex.*

Two hundred and fifty honorary degrees are annually conferred by American colleges, mostly of D.D.

Nearly all the pedagogues have returned from their schools, and P. H. has again assumed its accustomed appearance.

A vote on the Presidency was recently taken at Vassar with the following result: 256 for Hayes, 56 for Tilden, 3 Liberal, and 12 did not care.

An electric battery, now celebrated because once owned and operated by Benjamin Franklin and other philosophers of note, has for years been in constant use at Dartmouth College, and is now employed almost daily for experiments in the classroom. Dr. Priestly, the discoverer of oxygen once owned it.

Oxford caps and gowns have been introduced at Ann Arbor, Michigan. The Seniors made much objection to their introduction.

More interest is being manifested in our literary societies than usual at this time of the year. We hope some good results will follow.

The Faculty of Amherst College are making efforts to have the entire curriculum of the Junior year made optional with the single exception of physics.

"They say" that the following is good grammar: "That that 'that' that that man uttered is not that 'that' that that other gentleman referred to."

The Seniors are having but two recitations a day, because of the illness of Prof. Hayes. They say, however, that the other Profs. make up the work in extra lessons.

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Williams College has graduated thirty members of Congress, five United States Senators, eight Governors, sixteen Judges of the Supreme Court, thirty-two Presidents of Colleges, and eight hundred and ninety-four clergymen.—*Ex.*

There are over 38 Roman Catholic colleges in the United States.

The corporation of Brown University has voted that the existence of secret societies among the undergraduates is unfriendly to the best interests of the University.—*Ex.*

Amherst College gives to her students each year in prizes and scholarships \$13,290, or more than \$40 each. Dartmouth gives annually \$15,870, or \$30 to each student.

President Eliot of Harvard College says the number of students in that institution has doubled in twenty years, and the aid annually distributed to meritorious students now amount to \$42,900.

Prayer meetings are held in Professor Angell's recitation room every Wednesday evening. A students' prayer meeting has been lately instituted, and will be held regularly on Saturday evenings.

The College of the City of New York has 49 students in the Senior class; 55 in the Junior; 81 in the Sophomore; 163 in the Freshman, and 270 in the Introductory. In the Introductory class, commercial course, there are 231.

The following is from the *New York Tribune*: Miss Mathews is a young lady in the Freshman class at Colby University, Maine, who has just received the prize for the best college preparation. The prize will pay her term bills through the course.

Some excitement has been created in certain colleges by the recent seizure, by Boston Custom House officials, of college photographs made by Notman, the Montreal photographer. It is claimed that he has been illegally sending his photos through the mails, but he maintains that he has adhered strictly to the rules. Authorities are now considering the case.

Of the 74 present Senators, 26 are alumni of colleges, and of the 208 Representatives and Delegates 108; the two houses together giving a proportion of college educated men amounting to 36 per cent. Dr. Lyon Playfair recently stated the number of university men in the House of Commons to be 225. This would be 34 per cent. of the whole House of Commons.—*Ex.*

Prof. Young of Dartmouth, availing himself of a beautiful extension of spectroscopic powers, due to Rutherford of New York, has accomplished a feat in science which has excited the highest admiration of all scientific men. He has succeeded not only in measuring the velocity of approach and recession of stars, but also in recognizing the effect of the sun's rotation. He has discovered that the sun's atmosphere moves ten miles a minute faster than its surface. This problem has long baffled the best European astronomers.

PERSONALS.

[Persons possessing information of interest in regard to the whereabouts or positions of the Alumni, will oblige by forwarding the same to the Editor.—Eds.]

'67.—F. E. Sleeper is practicing medicine at Sabattus, Me.

'68.—T. O. Knowlton is successfully practicing Law at Manchester, N. H.

'69.—C. A. Mooers has recently established himself as M.D. in Lawrence, Mass., and has united with Rev. A. L. Houghton's Church.

'70.—L. G. Jordan was recently deeply afflicted by the death of an only child.

'70.—A. L. Houghton, pastor of F. B. Church at Lawrence, Mass., has recently received a call, at a much increased salary, from the Roger Williams Church, Providence, R. I. We understand that he has declined to accept the call, much to the joy of his own church.

'72.—C. A. Bickford was in town a short time since. He is settled over the Free Baptist Church at Providence, R. I., and is prospering finely in his pastorate.

'72.—T. G. Wilder was lately installed pastor of the Waterford Free Baptist Church at Blackstone, Mass., and not as stated in our last number.

'73.—I. C. Dennett is principal of the High School at Central City, Colorado.

'73.—A. C. Libby is practicing Civil Engineering in this city.

'74.—H. W. Chandler, a former editor of the STUDENT, is meeting with good success in the practice of Law at Ocala, Marion Co., Florida.

'74.—A. J. Eastman is supplying the Free Baptist Church at Steep Falls, with a view to settling there after graduating.

'75.—A. M. Spear made us a call recently. He is still teaching the Academy at North Anson. Spring term commences March 26th.

'75.—George Oak is studying law with G. E. Smith. Office, 194 Washington Street, Boston.

'76.—H. W. Ring is principal of the Academy at China, Me.

'76.—R. J. Everett has just completed a successful term of school at Poland. He is soon to commence the study of Law at Mechanic Falls. We were pleased to see him at the College recently.

'76. D. J. Callahan is studying Law in the office of Hon. M. T. Ludden, in this city.

'77.—M. E. Burnham has again been stricken down with sickness, and lies in a precarious condition at Saratoga Springs, N. Y.

'77.—A. B. Merrill has been compelled to relinquish his studies for the present, on account of ill health. He is at his home in Parsonsfield.

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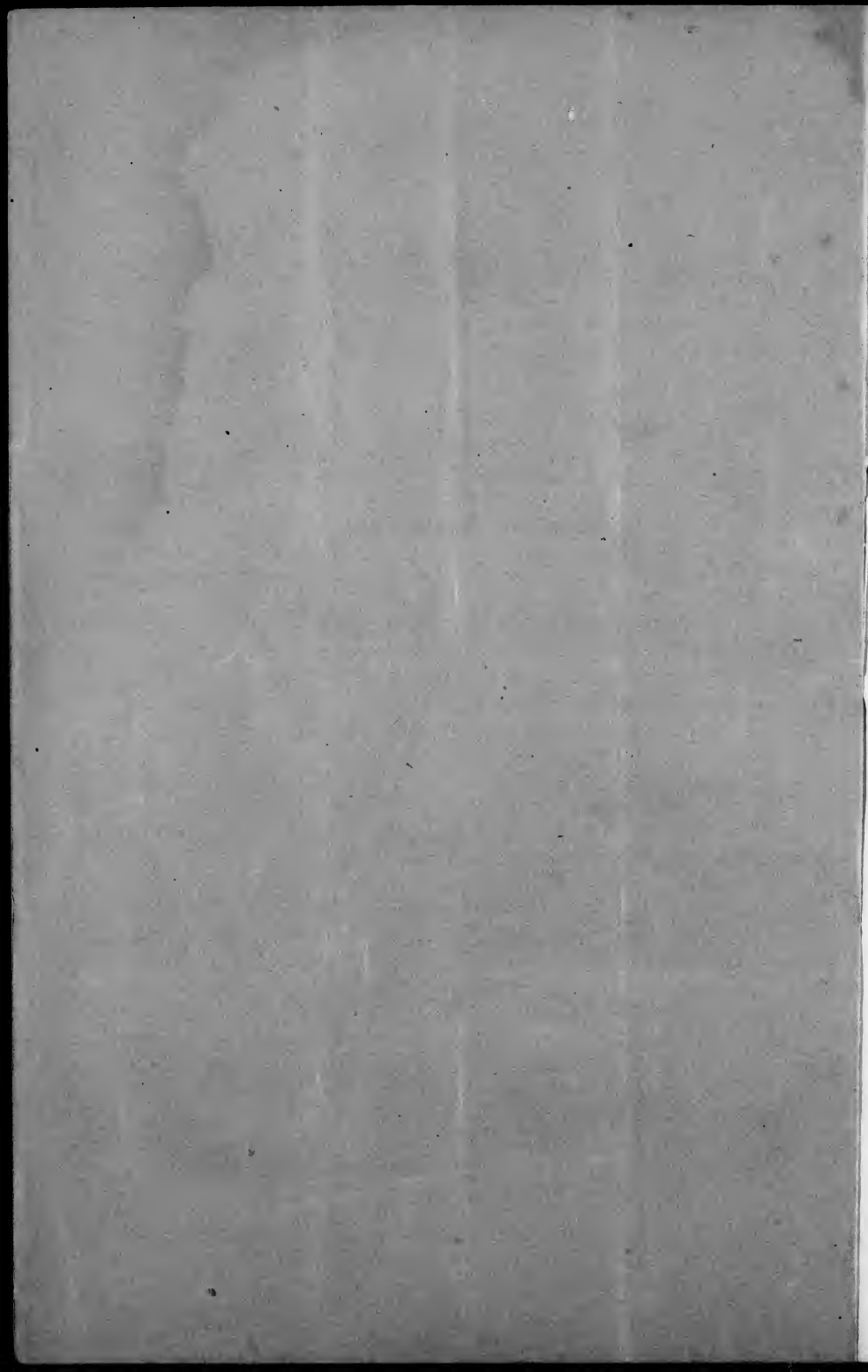
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THE

BATES STUDENT.

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GRECIAN CIVILIZATION.

THERE is in every man a soul creative force. The infinite and the finite, the divine and the human, is man. The divine energy induces his growth and development. The Greek, the Roman, the Teuton had a common origin. Their primitive institutions, laws, and customs were closely allied. Thus a unity, deduced from their points of likeness, marks the parts played by the three foremost nations of Europe.

What is that spiritual leaven that unifies history? Is it a product of pure reason? Then poetry, sentiment, passion, and moral excellence are fictitious; the consciousness of the human race is a lie; and the only real thing in the universe is the reality of doubt, or the absolute necessity of total ignorance. Skepticism is the only sanity, belief the most fatal of delusions. But the feeling of a God in us, the groping in the

dark, the aspirations towards heaven, — these alone can interpret the *arcana* of mysteries called history. The Promethean fire that burns on the altar of the heart fuses into a consistent unity the dense masses of human experience.

Would we people the earth anew with the mighty forms of its youth? Would we gaze on its beauty, and feel its life pulsating through our veins? Then, O ye gods and changing images of myth and fable, ye nymphs and naiads and satyrs who dwell both with the immortals and with men, draw near and let the bright visions attend you that fired the heart of antiquity, and encircled with floods of celestial light the new creation. In the presence of its gods and heroes, as embodied in art, literature, and worship—the spiritual truths, the aspirations, the awful, the transcendent ideal of Grecian.

thought as etched and moulded by all prevailing art, are realized in all their fullness. Athens is still the world's teacher. God laid the foundations of her greatness in the earth, —in her quarries of marble, in the exquisite beauty, the mysterious symbolism of mountains, woodlands, sea, and sky. In the midst of this earthly Olympus—the seat of both gods and men—a race sprung from high Zeus took firm root. The world was still young; and, to its finely moulded imaginative children, its unconscious forces, not yet stripped of their divinity by a mechanical philosophy, were gods in disguise.

The life and soul of all culture is religious faith. The Grecian faith gushed joyously forth like a mountain brook from the gentle bosom of the palpitating earth. The glowing life, the mysterious energies of nature, bathed the soul in adoration and intoxicated it with beauty. The earth itself was a living temple, and men were worshipers. Mysterious harmonies swept through it; melodies sweeter than the *Æolian* harp sounded in the ear of the poet; pictures caught from the immortal hands of the venerable gods imaged themselves in the soul of the artist; the ideal beauty of nature was wrought into the very fibre of thought and being, and, by its three stages of development—the mystic, the poetic, the ethical—became the perfect type of æsthetic culture. "First the blade, then the ear, then

the full-grown corn in the ear;" so was the Grecian mind unfolded. The Epic with its gods and more god-like men, with the ideal beauty, the heroic grandeur and dignity of its character, was the flower of the nation's youth. The impressions, the divinations, the mere imaginings of intense enthusiasm, are developed in the Epic. The Lyric poetry was the more refined and brilliant product of a finished art. The deep enthusiasm that inspired the older poets had become a flame of sacred incense, of grand heroic devotion imaged in purity and elegance. The spiritual energy, the inmost life of Grecian civilization, has spent itself; the truth and beauty embodied are seen most clearly in the light of its setting sun. In true genius, in creative power, this period was inferior. It gave birth to metaphysics, to speculation, to morality, to logic; it was the heyday of rhetoricians, sophists, and critics. The individual with his rights began to assert himself. The subjective, self-conscious idealization of things has fostered itself upon the soul. Grecian civilization has reached its last stage; it only remains for the philosopher, for the skeptic, for the debater, for the furious demagogue, and the pendants and sentimentalists who swarm about them, to tear in shreds and stamp into the earth the outward forms of art and worship, and the perfected type of æsthetic culture stands revealed.

FINISHED LIVES.

IT is said that Michael Angelo could see in every block of marble a beautiful angel. It needed only his skillful hand to remove the rough exterior and reveal a form of heavenly beauty. Thus every person born into the world is a fresh, new soul, intended by its Maker to be developed into a beautiful character.

Character is not shaped by trifles, any more than marble is sculptured by the breezes. Trials endured, temptations overcome, bring out what lies hidden in the depths of a man's character. An architect, in building, looks first to the foundation, then determines what the superstructure shall be. If this is the proper course in material architecture, why is it not in that higher architecture, character building? It is sad to see so much attention given to the foundation and erection of our dwelling-houses, our warehouses, and so little to the building up of character.

Why do we every day see failures in character—corruption and fraud in high places? Is it that some are so much more tempted than others? Was Charles Sumner without temptation, that he has left behind him such a model of a finished life? Of the many noble men who have held places of honor during the one hundred years of the nation's existence,

not one led a life of ease, free from trials and temptations.

In perfecting our lives we are only required to use the tools that we have. Individuality of character is essential to perfection. "We are what we are." We can be no other than ourselves, and can never reach perfection by copying others. True, there are bright examples to which we may look for guidance, but we must steadily work out our lives according to the powers that the Master has given us.

Time and earnest striving always accomplishes something. In full summer every rock has its mosses, every rift its wind-flower, while the fertile soil teems with its thousand varied forms. When it is summer in the soul, the life will not be unproductive of good; a glorious harvest awaits the reaper. There is always something accomplished by mistakes, if the lesson they would teach be rightly learned. They open our eyes to the perfect way. The man who never made a mistake never existed. All success is a series of efforts, among which will be seen some mistakes. Though the mountain overshadow the valley, we must enter the valley—it may be the "Valley of Humiliation"—before climbing the mountain.

When asked for examples of finished lives, we might be expected

to point to the "noble army of martyrs," to conquerors, reformers, the mighty men and women of the world. But I need not dwell upon these. You read of them in history; you hear of them from lips of eloquence; their memory can never die. Yet there are martyrs, other than those of torch and fagot; conquerors, who never led an army or took a city; reformers, whose names are not recorded on the printed page of history. Some of these humblest ones, could we see as the Master sees, might shine with a radiance before which heroes and conquerors would veil their faces.

The principle of earnest endeavor for the good of others, shapeth the life of the possessor into a wonderful perfection. As a person's sur-

roundings differ, so do the growth and apparent completeness, or incompleteness, of the person's life. We may all do something, though the triumph of glorious deeds seldom comes.

The universal scheme is unfinished. Its vast outlines are marked out, but the Master Architect has left it to us to fill out the structure; the materials are at hand, ready to take their place, at the option of the builder, in the great structure of humanity. His is a finished life, who, making the most of his individuality, squares and smooths and fits it to its place. Such a life is animated by an all-pervading purpose, that will run as a golden thread through every action, giving completeness and harmony to the whole.

THE COLLEGE BELL.

OFt o'er the lovely hill and dell,
 Where gentle zephyrs rise and swell,
 We hear the pealing college bell,
 In tones profound;
 When with a mellow voice it calls
 To those within its classic halls,
 But on whose ear the music falls
 With startling sound.

Its echo bursts upon our dreams,
 As early morn's first ruddy beams
 Tint hill and dale and placid streams,
 And ocean's deep,—

Dispelling all the visions bright,
Whose presence filled us with delight;
We cannot as they fade from sight
 Forbear to weep.

Fond dreams of fireside far away,
Where loved ones meet, where love holds sway,
Where prayers ascend both night and day
 For absent one;
There, beneath old homestead's bowers,
'Midst trailing vines and perfumed flowers,
We spent our childhood's happy hours,
 Which now have gone.

But while the bell, with pealing tone,
Does all our morning dreams dethrone,
Yet noble thoughts it does enthrone
 Within our breast;
It bids us wake and learn of men,
Whose deeds were traced by ancient pen;
Of heroes who were loved e'en then
 With greatest zest.

It bids us delve in mystic lore —
To open erudition's door,
And all the riches there explore
 In quest of truth;
And, with the knowledge which we find,
To fill the chambers of the mind,
So that its principles may bind
 And guide our youth.

Then let the college bell e'er ring,
And neighboring welkin echoes bring;
Fond memories ever round thee cling
 Of college joys.
And when, amid life's active scenes,
With busy care our pathway teems,
We'll ne'er forget our school-day dreams
 'Mid earth's alloys.

—*Ex.*

FOREIGN IMMIGRATION.

OUR country is continually in a turbulent state from the cry of immigration. This cry arises from the more unenlightened portion of the people of the country, who depend upon political intrigue for their information. People who take pains to inform themselves according to the statistics of the country, instead of indulging in the fallacy of mere rhetorical statistics, can not, and do not, fear the extent of the foreign element in the country.

First, let us consider the number of foreigners among us. In 1870 there were five millions of persons, born in foreign countries, in the United States. This would make them to the native element in the ratio of about one to eight.

Suppose half this number to be males, and sixty per cent. of them to be twenty-one years of age, and twenty per cent. of those twenty-one years of age naturalized, which, according to statistics, is the case, and it gives three hundred thousand who exercise the ballot.

Second, what must be the nature of the influence of the foreign element that makes it so dangerous? Is it the consolidation of the foreign element against native policy?

On account of the limited number of foreigners in the country, it is impossible for them, even if they were all united and located around

the same center, to bring about any great change. In suffrage they would be in a hapless minority. Upon the battle field they would be vanquished. That they do unite, however, is not the case. They are scattered all over the country. That they will ever unite is impossible from the fact that they are composed of every nationality, differing morally, socially, and politically. But what has there been in the conduct of the foreign element to indicate that they desire any different regimes? No one can cite an instance where so dangerous movements have been advocated and inaugurated by foreigners as by our own countrymen.

Again, is it the ignorance of the foreign element, about which we hear so many false clamors, that makes it so dangerous?

It is only when the whole is judged by a part that this is the case. We know that, in 1849-50, from the effects of famine and the kindly aid rendered by the United States, Ireland nearly drained her contents upon our shores. From some sudden influx like this the foreign element has been estimated without regard to the steady and gradual immigration of other nations. At the present time the larger part of immigration is of the hardy German, not one in fifty thousand of whom

cannot read and write. The Scotch, too, are now beginning to compose one of the principal branches of our foreign population, than whom no nation enjoys a higher social and intellectual state of society. Of the foreigners who come into our country in ignorance, but few remain so; for, immediately upon their arrival, they have access to all our free institutions equally with our own citizens. That they avail themselves of these privileges, the report on the illiteracy of the country confirms.

Third, Roman Catholicism presents itself as the most formidable of all the arguments against foreign immigration. Catholicism is dangerous in character, not in extent.

At the present time it does not increase as fast as the population; and, as Ireland has nearly ceased to send her inhabitants, and the French are not a migrating people, it must decrease faster and faster in proportion as the population increases, so that, to-day, Catholicism is probably stronger in the United

States than it ever will be at any future time.

From the facts we can gather we see no reason to fear foreign immigration. Are foreigners going to leave the land of their nativity from hatred of Monarchy, and then establish a Despotism in its stead? Are they going to migrate to benefit their condition, and voluntarily make it worse? Certainly not. On the other hand we think it should be encouraged; for we have an immense tract of uncultivated land, which, when populated, will render a large revenue toward the reduction of taxation.

When we speak of foreigners we must remember that, comparatively, we are all foreigners. When we speak of Catholics we must remember that Catholic blood crimsoned the soil of America before the Pilgrims moored their barks in Cape Cod Bay; that the gold, the arms, and the sons of Catholic France aided our government during the Revolution, and that the blood of Irishmen mingled with that of Americans in defending it in our late rebellion.

WHOSE?

WHOSE hand laid the foundation of the earth,
 Whose hand gave to the countless stars their birth,
 Whose hand that placed the radiant sun on high,
 Assigned the moon her place within the sky;
 Whose, made the earth in vernal beauty grow,

Whose, made the tiny streams in gladness flow;
 Whose, made "the cattle on a thousand hills,"
 Whose, made the mighty oceans and the rills,
 Whose, stripped the gorgeous maples of their leaves,
 And whose, gave man the power to bind the sheaves;
 Whose hand clothed the naked hills with snow,
 Whose, made the mountains high, the valleys low;
 Whose hand was it that placed man here below,
 Gave him a helpmeet, taught him how to trow?
 'Twas the Creator's bounteous hand
 That plenty scattered over the land.

Whose hand built the large cities, fine and grand,
 Whose, sent the iron horse careering through the land,
 Whose, made the stately ships to ride the waves,
 Whose, has explored the countries, islands, caves;
 Whose hand has fashioned all the works of art,
 Whose, in the dreadful wars have taken part;
 Whose hand is it that maketh all the laws,
 That ruleth land and sea—a worthy cause;
 Whose hand that prunes the vineyard, plants the field,
 Causing old Mother Earth her fruit to yield;
 Whose hand is it that fells the forest trees,
 Whose hand that gathers harvests from the leas?
 It is the hand of man that does this work;
 All these would go to ruin, should he shirk.

Could he build the cities, fine and grand,
 Unless instructed by the Father's hand?
 If he should build a home in his own strength,
 Would it not tumble and crumble at length?
 If man should try, with his weak, erring hand,
 To send the iron horse careering through the land,
 How soon he'd fail, unless a hand that's higher
 Should guide him on, tell him how to aspire.
 Man does the work; yet it is truly said,
 Naught can be done without the Father's aid.
 Naught could be done by us each day and hour,
 If the Creator lent us not the power.

HERE AND THERE WHILE ABROAD.

VI.

FRANKFORT ON THE MAIN, }
May 7th, 1870. }

IN a former letter I have spoken of Frankfort as one of the great money centers of Europe. From 1815, the period of Napoleon's overthrow, up to 1848, the era of the third French Revolution, Austrian paper almost alone held the market here; but when the various European governments were shaken and seemed likely, many of them, to go by the board in that stormy period, the banks and speculators of Frankfort made their first purchases of American paper. Being considered perfectly safe, it gradually worked its way upward; but the hard times of '57 cut it down, and the Austrian stocks rose again. Then in '59 came the Italian troubles, and the American rose anew. The Great Rebellion followed, and then came the wonderful fluctuations in the money market here, as well as with you. The war of '66 between Austria and Prussia sent the Austrian paper tumbling again, and opened the way for a still larger influx of the American securities, now regarded as perfectly safe.

In the Frankfort market are found to-day, Austrian, American, French, German, Italian and Turkish stocks chiefly. The Austrian may be divided into two principal divisions,

State and non-State paper. Of the former there are two kinds. First, ordinary bonds with interest payable annually or semi-annually. The second is quite unlike anything which we have. For instance, the Austrian Government, at Vienna, wants 2,000,000 thalers to build a park or public building. A banker gives it say 1,800,000 thalers, receiving thus at once 200,000 thalers bonus. He then issues bonds, notes, to the amount of 2,000,000 thalers, say at 100 thalers each. The Austrian Government guarantees them, and the public buys them. Now, instead of paying interest on the bonds, a sum considerably less than the interest of the whole loan is divided into portions ranging from 500,000 to 100 thalers, and four or five times each year, at Vienna, there is a drawing, a lottery honestly made, and each bondholder stands his chance for one or more of the prizes. This method he prefers to receiving a fair rate of interest. No prize is less than the face of the bond, and the holder can, at any time, sell at the exchange his bond for at least its par value. He has the chance of drawing a prize four or five times each year, and the bonds often run for fifty* years. Sometimes the plan is to pay a small per cent. and diminish the prizes

accordingly. In either case, the Government or the banker makes a handsome speck, as less than the legal interest is returned to the bondholders.

Of the second class of Austrian stocks (the non-State), the principal are the railroad, the industrial, and the credit stocks, some of the former, however, being guaranteed by Government, as railroads are a public good. But through all of these the lottery system runs the same. It is remarkable how wide-spread it is at present. War, which, at any moment, is likely to break out between Austria and Prussia, renders all real estate possessions here dangerous property, since in war insurance avails nothing, and almost every man, woman, and child having any money to invest puts it in paper. This unsettled state of European finances, where the slight indisposition of a King or Emperor creates a panic, and croakers see the annihilation of governments impending, renders all home paper here unstable compared with American stocks, now that we have outlived our terrible civil war.

A visit to the Frankfort Börse (*i.e.*, French Bourse, English Exchange, and American Gold Room) is quite entertaining. Here the Jews predominate, and to see all the tricks, rigmarole, and pranks of the old speculators is novel, at least. The room itself is a study; it is dark, of a half Moorish and half

Gothic style, having a little statuary, stations for the sellers and clerks, and a crowd of screaming money-maniacs of all ages, from blooming twenty to hoary eighty. There is, of course, less excitement here than in the Bourse at Paris. In fact, I doubt if such another bedlam as that exists. There, the building is immense, and to stand in its lofty gallery and look upon from 300 to 500 men with hats off, hands in the air filled with papers, swaying to and fro, and every soul of them screaming, yes, yelling like very demons, while the sweat runs down their burning faces in streams,—to see this is terrible; but when added to the sight is the horrible din of voices which well-nigh stuns you, nothing more is necessary to convince you that civilization is a myth and humanity a hoax. The amount of paper which changes hands daily at the Frankfort Börse, is astonishing. Not unfrequently 150,000,000 thalers in stock are bought and sold in a few hours. When gold in America was at its highest premium, millions of dollars worth of bonds were bought here by the money-kings at the rate of thirty-eight cents on the dollar. What a harvest for them, but what a famine for us! Immense fortunes were made in a day, and the market here is now filled with every species of American paper, from Government bonds down to the latest railroad stocks.

Many, especially the Jews, who

deal at the Börse and buy and sell daily thousands, have, perhaps, actually but a few hundred dollars, or at least, never risk more than this in their speculations. They often proceed in this way. The buyer says, I will take 20,000 thalers of a certain paper, at, say, ninety-five, to be delivered in twenty days. The time expires. The price is now, say, ninety-nine. The buyer says to the seller, you may pay me the four per cent. gain and keep the stock, which stock, by the way, may be with him merely imaginary, and has been sold over and over again in the same manner. Beaming countenances, false letters, lying reports, etc., etc., all play their role among the old heads, and up goes the price, some veteran buying mildly to appearance. The young and the green bid high, and when the figures are right, the sharper sells and puts another golden lining in his pocket. None can equal the Jews in these sly tricks, and starting with a penny they end as millionaires. But many a poor wretch walks out of the Börse ruined, and in its depths the sullen Main listens to his death-gurgle.

This week Frankfort is holding its annual Horse Fair, or Horse Market as they call it, and the city presents all that commotion and life attendant upon such occasions. There are perhaps a thousand horses brought in, and quite a large variety of breeds among them, the French

and English, however, predominating. England, France, Holland, and the various German States, all contribute to the number, and buyers and sellers from nearly all Europe are on hand. The horses are divided into two lots, draft and driving horses, and are stationed at two different parts of the city. The former are in the square about the Goethe Monument, known of old as Ross Market—the Horse Market—but which now one often calls the “Goethe Place.” Here the thoroughbred French horse, heavy-limbed, small-headed, thick-necked, short-backed, heavy-maned, and broad-hipped, is the principal character; but coming, as they do, chiefly from the borders of France, they have none of that fancy trimming and silken gloss which their more famed compatriots wear in the Parisian markets. They are ponderous fellows, most of them, always fat as butter, good-natured and wonderfully strong. They are tied to ropes running through the square in parallel lines, and between these rows the dealers are cracking their whips and their jokes, while their jockey-boys, in clouds of dust, are running up and down with the horses, displaying them to the crowds. The prices seem to range from \$75 to \$200, and all horses sold are guaranteed a certain number of days; so that if any disorder or defect appears within the specified time, the seller must refund the money. Flags are

flying, everybody is jolly, and the barrels of beer that go down is shocking to malt.

Upon the other side of the city are the nice driving horses at the city stables, and they *are nice* indeed, perfect beauties, and behave as well as they look. The thousand and one kings, grand dukes, dukes, and princes of Germany make their purchases here yearly, together with the army of wealthy men, so that the very cream of the equine stock is brought here for sale. The beautiful English horse takes my eye. He is tall, clean-limbed, round-bodied, with arching neck, small head, open nostril, trim ear, projecting eye, full chest, bright bay color, a step as nimble as a squirrel's, and a style that'll make the children by the roadside drop their playthings in admiration.

In the Horse Fair the lottery enters also. A committee, consisting of the first men of Frankfort, have charge of the matter, and the whole affair is managed with scrupulous honesty, not to fill their own pockets, but to enhance the agricultural interests of the community. The tickets, which have been selling for months, are a thaler (about seventy-five cents) each. The prizes consist of horses, carriages, harnesses, blankets, whips, and every thing pertaining to this department, besides a liberal supply of watches,

works of art, etc., etc. The first prize is an elegant turn-out, a coach-and-four of fine English bay horses, with all the fixings, the whole worth here about \$2,500. The whole number of horses this year to be drawn, is sixty; and a fine display is made the last day of the fair as they are driven through the city. The drawing takes place in the large concert hall, at the close of the fair, and the scene, which is naturally exciting, is rendered still more attractive by the display of the artistic prizes in the hall, and the stirring music of a fine band. The manner of drawing is this: On each side of the directors, upon the platform, is placed a wheel or revolving drum: in the one are as many numbers as there have been tickets sold; in the other are the numbers which are fixed to the prizes; in this case there are 400; two men whirl the drum; two others, without looking in, draw out each a number. This is done four hundred times, and at each trial the director announces the numbers drawn, one the number of the ticket, and the other the number of the prize belonging with it. When the first prize is won, a loud cheer arises through the crowded hall, the band strikes up a gay air, and a general jollification ensues. The next day the journals publish the results, and away go the prizes over all Europe. So goes the world in Deutschland.

EDITORS' PORTFOLIO.

CHAPEL EXERCISES.

WE would not be too forward in passing our criticisms on existing manners and customs, nor yet shall we consider it our duty to keep silent whenever an occasion for reform presents itself, or necessity demands that a change be made in any particular exercise. Our chapel services *as such* are well enough, but from some cause or causes there seems to be very little interest manifested in them on the part of the students. We go into chapel too often from a mere sense of duty, feeling, perhaps, that it is less trouble to do so than to hand in a reasonable excuse for absence. This ought not to be the case, we think, but rather that the exercises in chapel should be the most interesting of any during the day. Such music as we have! If reform is needed in any one thing more than another, it is in the musical part of our chapel exercises. It has been said that music has charms to soothe the savage breast, yet we will venture to say that the music with which we commence the labors of the day would rather stir up savage feelings in the most peaceful breast. Now we have no system whatever, no leader, no instrument, no choir,

and not more than eight or ten singing books to be distributed among eighty or a hundred students. A, B, or C, as he happens to know the piece given out, starts the tune, and one after another "jines in," frequently each on a different key. In whatever manner the Divine ear may be affected, to human ears the result of such united (?) effort is anything but agreeable. Music should be a prominent feature in our chapel services, particularly for the reason that it is an exercise in which a majority can participate.

Now, what can be done to awaken a new interest in this, the most interesting part of our morning service? That a radical change is necessary, every student is assured; and even the Faculty, who, lest the feeble strains should die out entirely, have at times heroically rushed to our support, must feel the same to be true. It cannot be otherwise than embarrassing to give out a hymn, and, after waiting indefinitely for some one to start it, to be obliged to say, "We'll omit the singing this morning." What we need is a regular organization and some one to have charge of the music, *i.e.*, a college choir, composed of perhaps a dozen of the best singers, with a

leader in whose hands should be the selection of hymns. We are not aware that a musical organization of any kind, up to the present term, has ever existed in the College, and hence the low condition in which this very desirable art finds itself. We would not have the choir do all the singing, but have it take the lead, the students uniting with the choir. The advantages of such an organization will be seen at once. The choir would then feel the responsibility of furnishing music, and would practice together. Then we might expect a new selection at each service and not be obliged to sing the same piece two or three mornings in succession, as we frequently have done. There would also be a greater variety in tone, the choir dividing so as to sustain each of the four parts. Bass and tenor, without the intermediate parts, make rather poor melody. We have now four young ladies in chapel—let us hear your voices on the treble and alto.

We think that an organ would add greatly to the interest of our morning services, as also to other exercises at the chapel. Why cannot we have one? Other institutions have either a piano or an organ, which they find valuable in keeping up the interest. We have five or six in College, perhaps more, who are qualified to preside at the organ, and there is no probability that we shall ever lack for players.

Will not the Faculty interest themselves in the matter, and take measures to supply this long-felt deficiency? If they would do so, we think the students would heartily second their efforts, and that there would be a renewed interest in this department.

We have mentioned the scarcity of singing books. The students are to blame in a measure for this. A book is frequently borrowed from chapel, and seldom, if ever, finds its way back. New books must be procured soon, and those containing selections more recent than "I need Thee every hour," or "Just as I am," would, we think, be preferable to the present ones.

A word as to the present system of marking absences from chapel. It is noticeable that those students who absent themselves from chapel exercises never have any difficulty in getting up a plausible excuse; so that, practically, a student stays out from chapel whenever he pleases. Anything savoring of the compulsory is decidedly against the tastes of the average American student, and we are not disinclined to believe that better results would follow if attendance upon chapel exercises were made optional. An article appeared in the *Christian Union* some time ago, relative to this question, a portion of which we reproduce: "That evil rather than good frequently comes from compelling students to attend chapel service, is

undeniable. This attempting to force persons to become religious is a risky business, to say the least. It is contrary to the whole spirit of Christianity, in the name of which it is done. And the time will doubtless come, and not long hence, when the abominable thing will be done away, and each one be left to his own choice and conviction in such matters, especially in the case of those who are old enough and capable of thinking and acting for themselves. But the time when persons will not be benefited by attending some kind of religious service, if they do so *voluntarily* and with a desire to get good, is far in the future—too far to be thought of now."

The habit of studying during chapel exercises, which has become too prevalent of late, demands attention. One may, perhaps, make a little better recitation by hastily reading over a lesson a few moments before being called up to recite; but this is an exceedingly shiftless way to prepare one's self, and one which cannot do otherwise than result in a positive injury to those who make it their daily practice. Our morning exercises are usually brief, and every student ought to be willing to spend fifteen minutes as a respectful listener, if nothing more. Most instances are doubtless the results of thoughtlessness, yet this cannot afford an excuse. And now that attention has been called to this sub-

ject, we hope it will be viewed in its true light.

ERRORS IN PRONUNCIATION.

Why is it that so many of our educated men fail to pronounce the English language correctly? Even college graduates who have enjoyed the advantages of a liberal course of study, and of reciting to critical professors, often make wretchedly poor work in pronouncing their native tongue. Especially is this true of undergraduates. One is surprised at the inaccuracies of pronunciation which occur in almost every exercise, in debate, and declamation. This may be the case in other institutions as well as our own, and yet it is true, not to speak disparagingly of our College, that very many of our students do not, to the extent they ought, pronounce the English language correctly. And these errors, with few exceptions, are made through carelessness, for every one would acknowledge them were his attention called to the matter. Perhaps the reason why we notice this so little is, that one is as deep in the dirt as his neighbor is in the mire.

In the first two years of our college course, Latin and Greek are the principal studies, and at the end of that time the average scholar can pronounce either of these languages very accurately, can scan the more difficult meters of Horace and the odd measures of Sophocles quite melo-

diously. In the Sophomore year the French *u* becomes an object of special study; the lips are placed in every conceivable position, and the Prof.'s mouth watched carefully in order that one may acquire the regular French twang in the pronunciation. The Juniors make themselves hoarse in their attempts to give the German guttural *ch*. But doesn't it seem inconsistent, to say the least, to drill for years on the Latin, until every rule for quantity and accent is so thoroughly fixed in the mind that it is next to an impossibility to mispronounce a word, and then go out into the world and pronounce such common words as "nothing," "interest," and "government," as though spelled "nawthin," "intrist," and "guvermunt"? We have not forgotten the time when to mispronounce or misplace the accent on a Latin word would be followed by a gentle (?) reminder from the Prof. that the lesson hadn't received any too much time in its preparation. So with French and German. And yet five years afterwards, unless engaged in teaching or making the language a special study, when shown a page printed in a foreign tongue we hardly recognize that we ever studied such a language. If, then, so great pains are taken to correctly pronounce other languages which we forget so soon, how much more attention should the English language receive, which we constantly use. We think if the Profs.

should stop a student on a mispronounced English word as promptly as they do on words from other languages, that a thorough and genuine reform in this particular would be inaugurated at once.

It is a frequent remark among foreigners that the Americans, as a people, live fast and rush through the world in a hurly-burly sort of way. This is very true. They also talk rapidly. Every means is taken to facilitate the ease and rapidity of pronunciation, and the result is that words are clipped, distorted, and contracted; "arithmetic," "libraries," "rhetoric," become "rithm'tic," "librys," "retric," and so we might enumerate. Of course there is the other extreme, pronouncing "duty" and "produce," "juty" and "pro-juce." We should seek the golden mean! And who is to set the example, if the intelligent portion of the community do not? In countries where there is no established literature, or where the masses are uneducated, these local inaccuracies of pronunciation destroy the purity of a language, and in time it diverges into a multiplicity of dialects. With the present corrupting influences of mispronunciation, the prevalence of the Josh Billings style of spelling, together with the foreign element which is spread widely over the land, the future of our national language is a practical study well worth the attention of every one.

NOTES.

We suppose that disappointment is the editor's lot, yet we had hoped that the doom might never fall upon us. But now it heavily weighs us down, and among other trials we must write, that, owing to an accident, we cannot present the promised engraving of our former tutor and friend, H. R. Cheney, until the next issue of our magazine.

What has become of our baseballists? why are they not systematically training their muscle in the Gymnasium, that they may be ready to enter the field as soon as the season opens, and able to cope with other nines that have long been under practice? Every first nine man and every prospective first nine man should feel a personal obligation to do his "level best" in sustaining by daily practice our present reputation.

There are many in College who say: "I don't care anything about it. I have ways enough to spend my time and money; let *them* practice; *they* can run the thing if *they* want to and pay the bills." Now, who is this *they*? If one can rightly speak thus, surely all can, and who then would be the *they* to run the base-ball matters? None should entertain such a feeling. All should say: "Let *us* practice; let *us* run the Association and pay the bills."

The expense is trifling, only \$1 each, yearly. Amherst raises \$400

for base-ball this year. Our nine give their time, and more money than any other members of the Association; why should they not be supported? And what incentive have they to practice unless the students will support them? Surely, none. No one would have our interest in athletics diminish. All cannot be on the first nine, yet all can aid it by their good will. The Faculty have kindly granted the *nine* privilege to practice in the Gymnasium; let it not be abused. We hope that nothing more need be said to awaken a proper enthusiasm in base-ball.

A meeting of the Boston Bates Alumni Association was held at the law office of G. E. Smith, 194 Washington street, on Wednesday P.M., Feb. 28th. The Association was well represented. Impromptu speeches were made by various members, and a social time enlivened by jokes was enjoyed by all. C. G. Emery of '68 was elected President for the ensuing year, and G. E. Smith, '73, was elected Secretary. A committee was appointed and measures set on foot to institute an annual dinner, the first of which is to occur next Fall.

A game of chess between Bates and Colby boys has lately been completed. We are sorry to say that we cannot boast of an organized Chess Club; yet why should not this most popular game draw that atten-

tion here, which other colleges give it, and which it fully deserves? We append the game just finished, and think it sufficient to prove that we have skill enough to warrant the formation of a club, with a good prospect of success.

BATES—WHITE.

1. P—K 4
2. K Kt—K B 3
3. K B—Q B 4
4. P—Q Kt 4
5. P—Q B 3
6. P—Q 4
7. Castles.
8. Q—Q Kt 3
9. P—K 5
10. R—K square
11. Q B—K Kt 5
12. Q B takes Kt
13. K B—Q 5
14. Q Kt—Q 2
15. B takes Kt
16. R takes P
17. Q Kt—K 4 nh
18. R—K Kt 5 ch
19. K Kt—K 5

COLBY—BLACK.

- P—K 4
- Q Kt—Q B 3
- K B—Q B 4
- B takes P
- B—Q R 4
- P takes P
- P—Q 3
- Q—K B 3
- P takes P
- K Kt—K 2
- Q—K B 4
- K takes B
- K—K B 3
- K B—Q Kt 3
- P takes B
- Q—Q 2
- K—K Kt 3
- K—R 3
- Resigned.

At the close of Bates' nineteenth move it is seen that Colby, acknowledging our victory, resigned the game. This is only the first of a series now being played. Oakes, '77, conducts the games for Bates, and Brownson, '77, for Colby.

A few days since we received the following communication:

Editors Bates Student:

Gentlemen,—Thinking that many of the Alumni would be interested in learning of the whereabouts of Mr. Geo. Herbert Stockbridge of '72, who is studying in Germany, I send you the following extract from a private letter recently received:—

LEIPZIG, GERMANY, }
Feb. 18, 1877. }

Dear Folks at Home: I have received no letter for a week—the longest time yet since I came to Leipzig. However, I

am so full of Italy, Rome, the Coliseum, Pompeii, and things of that *genus*, that I can submit to my state with a much better grace than otherwise, or at another time. I don't know that I can do better than to storm you at once with the programme for March and April:

March 1st, Leipzig to Ratisbon; 2, morning to Walhalla and return, then to Munich; 3, 4, Munich; 5, to Innesbruck; 6, to Verona through the Alps, 9:39 A.M. to 9:52 P.M.; 7, to Padua and Venice; 8 and 9, Venice; 10 and 11, Bologna; 12–15, Florence; 16, Siena and Orvieto; 17, to Rome; 18–25, Rome; 26, Naples; 27, Vesuvius; train to Castellomare; diligence to Sorrento; 28, Pompeii and Naples; 29, to Baiae by carriage; 30, to Naples, museum, churches, etc.; 31, to Rome; April 1–8, Rome; 9, Pisa; 10 and 11, Genoa; 12–14, Milan; 15, Como in the evening; 16, steamer down Lake Como to Colico; diligence to Chiarenna; 17, to Coire via Splügen Pass; to Linden in the evening; 18, Augsburg and Nuremberg; 19, Nuremberg, evening to Bourberg; 20, to Leipzig.

Isn't that a royal tour?

As you will see by the above programme of travel, Mr. Stockbridge is at this writing in Rome. Mr. S. expects to spend his summer vacation traveling, on foot, in Norway and Sweden. He is to devote two years to special studies, mainly in the department of Philology, and will return to America in '78.

Very respectfully,

AN ALUMNUS.

EXCHANGES.

The opinion seems to be gaining favor, that criticism between College journals should partake more of justice, and that the exchange column should not be used as a convex or uneven mirror to distort both good and bad qualities, but as a plain mirror to reflect them perfectly; nor should it be made a place to exhibit the wit (?) of the exchange editor, but for true opin-

ions. Perhaps our view would differ from this were our bump of wit like the praying machine of the heathen, from which we might on all occasions grind out an appropriate joke. But now we favor the reform.

The first which we will notice is the *Oxford and Cambridge Undergraduates' Journal*. As we have heard remarked, if four or five of our best American college journals were consolidated, we might then draw a comparison; but now it is impossible. Every department is sustained in the most thorough manner. Each number contains the two sermons preached before the universities, Sunday P.M. The columns headed "Varsity Table Talks" supply the place of our local columns, giving the items that transpire both at Oxford and Cambridge. There are also columns devoted to "Athletic Sports," "Chess," etc. In fact, there is something in it for every class of readers. We always give it a thorough perusal.

The corners of the *Wittenberger*, protruding from our heap of exchanges, next draw our attention. It says: "The BATES STUDENT is published by the Senior class of Bates College, Lewistown, Me." Please notice our title-page, gentlemen. Would it not be better to omit "For the Wittenberger" from the head of every article? It seems to convey the idea that all articles not so marked are copied. And could not that page of dry Mathematics be supplied by something more gener-

ally interesting? But the *Wittenberger* is, on the whole, a well-prepared journal.

We have received the first two numbers of the *Colby Echo*, published by the students of Colby University, Waterville, Maine. Its prospect for success is flattering. The first number opens with a very pretty sonnet, entitled "Sea Colors." We also noticed the articles "Our Debt to the Past," and "Debate," which are worthy of a careful perusal. Heretofore this University has not been represented in college journalism; but now it seems destined to take a high rank. Most gladly do we find a place for it upon our exchange list.

We would ask the *University Monthly*, when they offer criticism, to take a recent issue and not a last "October number." The article on Rousseau in the February *Monthly* is excellent.

We have received the *Hamilton Lit.* It contains the following: "Six bad boys have been expelled from Bates College. The College now consists of eight students and ten Professors." We don't know whether it required six or eight editors to write this piece of news, but we beg leave to inform them that no person has been expelled from Bates for several years; moreover, she has one hundred and thirty-eight students, one hundred and fourteen of whom are pursuing the regular Academic course. The Faculty numbers twelve.

ODDS AND ENDS.

A student wants to know "where that machine is that sings."

Prof. doesn't want all the Juniors "to save the country" in their next summer originals.

A debater, a few nights since, had them "all buttoned in," and more recently had them "all *slandrously* murdered, yes, *slandrously* murdered."

Prof.—"What sometimes happens when you look directly at an object?" Student (who is expected to say that the vision is imperfect) —"Why, your eyes are turned toward it."

The first ferry in Lewiston could have been seen in full operation a few days since, had one been on College street, near the Jones club, and witnessed two Juniors riding majestically across the muddy street on the back of a mammoth classmate. We wonder how many extra pieces of pie he obtained for his services.

Scene: Two hours in debate; supper bell has rung; Prof. on fastidious pronunciation; class impatient. Student (hinting it)—"I have heard young *school-marms*, with an air of affectation, pronounce such words as 'duty' as though spelled—'j-u-t-y.'" Prof. (interrupting)—"I am very glad to know that you keep so good company, Mr. B."

We learn that a Senior, a regular heart-smasher, was about to take his fair one out to ride, and had escorted her as far as the door, when suddenly the sidewalk flew up and unclothed a lower limb. Fortunately a tailor's shop was near at hand, and he soon re-appeared by the side of his fair one, clothed in a new pair of unmentionables.

A Junior was lately discovered in his room writing a most feeling epitaph upon a hair which, to the great detriment of his mustache, had fallen a victim to an early death. A dispute arose concerning its length, the owner claiming that it was three-eighths of an inch long, and his chum declaring that it wasn't. We will leave them there, hunting among the dusty leaves of their Trigonometries in vain searchings for some practical method of determining the exact measurements of the corpse.

Not long since an illustrious namesake of Sir Isaac Newton, thinking the laws established by his forefather somewhat incomplete, deduced the following principles of contact: (I.) When a body of great mass is in close proximity to the earth, and interposing matter removed, the earth is liable to jump up and make contact with the body. (II.) When a dense body comes in contact with a softer, the less dense presents the most interesting phenomena at the

point of contact. (III.) When bodies of different densities collide, there is ever after visible in the less dense indescribable oscillations and swinging motions of the looser particles. (IV.) Such bodies as smooth ice and flesh are interesting to note when contact is made.

A Senior who had spent an evening in the arms of bliss, overslept the next morning, and so was obliged to obtain from his classmates information concerning his lesson. At recitation, Prof. says, "Mr. —, you may give a sketch of the life of Roger DeCoverly, the subject of the lesson." Senior, confidently rising, — "Roger DeCoverly was a rich nobleman; he was married at the age of —. He had two daughters who were noted as being excellent Sunday school teachers, and were regarded as models in their profession." Prof. then interrupts with: "An excellent sentiment, Mr. —, but DeCoverly always lived in poverty, and was unmarried. Moreover, Sunday schools were not in vogue at that day." The natural consequence followed: Red, redder, reddest.

A new invention, a labor-saving machine — patent applied for: A lazy Junior, who was weary of driving the wood-saw and wielding the axe, conceived the following witty invention with a view to economy and ease in the saving of sawdust and labor. This is the way he

does it: He inserts a stick of wood (cord size) end foremost into the stove and lets it burn until consumed, then he pushes it in again, and so on. But the other day he left the machine to operate itself while he made a call. On his return he found that his happy invention had saved him the labor of sweeping, for the rest of his course, a considerable area of carpet and floor also. Better make another invention.

The following, furnished us by a friend, is a *bona fide* effort at essay-writing by a prep., who has high expectations of eminence in the literary world:

THE WIND.

the wind from continent to continent and billows to billows of the great Sea and Ocean, tost from shore to shore. and tost the great Veasil from side to side and Landed our Ancestors to this western shore of the New World by sail of wind,

Wind is that is most noted of the Sphire wee could not do without wind or the Air for and hour. in fact it is life to Man and Beast. The could winter Winds as it Roars about our doar, wen in her Fearfull gale entering in every crevice of the Rich and Poor, winter oar the Spring with her gentle breezes come quickly on, and brings its sweet odor of each bud and Blossom as Sumer with her warmer and by Access Autumn press on with her bountiful Harvest and its ripning fruit have come and gone from one season to another,

Again wee hear of the Winds that Drive the Fierce Fire on the Western Prairies Land and from House to House-torp in the city and Town of every Land. but quiets down to a gentle Breeze as it were all but a Dream,

COLLEGE ITEMS.

Garnet is our College color.

Class '79 has a new member.

Spring term closes March 30th.

Juniors have three pages of German a day.

The endowment fund of Columbia College is more than \$5,000,000.

The amount which Harvard annually expends for books is \$10,000.

Juniors had original declamations March 15th, and debate March 28th.

The annual Senior Exhibition will be given in the Chapel, March 30th.

Prof. Hayes has nearly recovered from his illness, and is now able to hear his daily recitations.

The Seniors of Bowdoin think of filling another of those panels in her chapel designed for pictures.

Some students have the coat-tail fever bad. It must soon abate or the tailors will have a brisk trade.

The students of Williams have been forbidden the privilege of taking walks for pleasure on Sunday.

Cornell has 529 undergraduates, 104 in Philosophical and Literary, 360 in Scientific, and 65 in Optional courses.

The Sophs are now ready to form contracts with the Freshmen to furnish fully equipped teams on Sophocles Electra.

Brown University has a new library in process of erection, which will have a capacity for 150,000 volumes. She also has a new gymnasium.

Prof. Sanborn Tenney, of Williams, is to lead a natural history expedition to the Rocky Mountains during the next Summer vacation. His party is to be composed of fifteen members, principally students.

Some wicked (?) Juniors think that Prof.'s failure in his philosophical lecture, last Wednesday afternoon, was an especial providence visited upon him because he takes time belonging to the students in which to lecture.

Trinity College students are not allowed to sing on the campus or "to stand, even for a minute, on the chapel portico, before entering the place of divine service." Absence from recitation on account of sickness causes a reduction of rank.

A Theologue and a Senior were complimenting each other on their powers of intellect and understanding, when the Theo. remarked: "Some warm day next summer I would like to sit under the shadow of your feet." We hardly knew whether to regard it as a compliment to the feet or his own insignificance.

The Seniors have secured the following talent for the next Commence Concert: Miss Annie Louise Cary, Contralto; Miss Lillian B. Norton, Soprano; Mr. W. H. Fessenden, Tenor; Mr. M. W. Whitney, Base; also the Boston Philharmonic Club.

A Freshman made a bet to treat the crowd, five in number, if he lost. Shortly after, the five illustrious youths could have been seen adorning the curbstone of one of the principal streets in the city, as they sat there devouring with Freshman-like greed, those few, but oh! how sweet, peanuts.

Since our last issue a Junior Quartette has been organized, composed of B. S. Hurd, 1st Tenor; F. H. Briggs, 2d Tenor; C. F. Peaslee, 1st Base; F. O. Mower, 2d Base and Leader. It has begun practice, and we hope that it will assist in awakening in our College some interest in music, and in introducing some pieces other than "Hold the Fort," etc.

The Board of Trustees of Princeton College have elected three new Professors: Prof. C. G. Rockwood of Rutgers, in Mathematics; Prof. S. S. Orris of Marietta, in Greek, and C. A. Young of Dartmouth, in Astronomy. This is the fifth Prof. that Dartmouth has lost within a year. She was very eager to retain Prof. Young, but Princeton offered so much better salary and instruments that he has decided to accept.

A sad affair occurred at Cornell, Sunday night, March 4th. Emil Schwerdtfeger committed suicide by shooting himself in the head. He was regarded by students and Faculty as a marvel in Philosophical study. At the last intercollegiate literary contest he won the first prize for excellence in Latin. When a Freshman he wrote an essay on the "English Verb," which has always been considered a remarkable production. In a note he stated the following: "The cause of my suicide is constant sickness and the conviction that I will never be any better in this world."

The following statement of the number of Professors and students at the twenty-five largest German universities, we extract from a table of statistics taken from a German calendar for 1876-77:

Universities.	Studs.	Profs.
Berlin	3666	193
Vjenna	3581	257
Leipzig	2803	155
Munich	1158	114
Breslau	1122	108
Göttingen	1059	119
Tübingen	1025	86
Würzburg	990	66
Halle	902	96
Dorpat	844	65
Graz	804	88
Heidelberg	795	110
Bonn	887	100
Strasburg	700	94
Königsberg	611	82
Greifswald	507	60
Jena	503	77
Marburg	445	69
Erlangen	422	55
Münster	415	29
Zürich	355	78
Bern	351	74
Giessen	343	59
Freiburg	290	54
Basel	239	64

CLIPPINGS.

Can a student on his way to see his girl be said to have *pressing* business?

Brief, but to the point: "Can you give me the symbol for nitric oxide?" "NO." "What are its properties?" "Dunno."

A Western paper says: "We are publishing a tri-weekly now. We get out a paper one week and try like blazes to get it out the next."

A dandy in Broadway, wishing to be witty, accosted an old rag-man as follows: "You take all sorts of trumpery in your cart, don't you?" "Yes; jump in—jump in!"

A bystander remarked, when a lazy fellow who had fallen a distance of fifty feet and escaped with only a few scratches: "He was too slow to fall fast enough to hurt himself."

Student—"Professor, I'd like to have a leave of absence; I want to go home to attend the funeral of a cousin." Prof. reluctantly—"Well, you may go, I suppose, *but I wish it were a nearer relative.*"

Scene in recitation room. Prof.—"The ancient Egyptians were in the habit of sacrificing red-headed girls to the devil." Auburn-haired student—"What did they do with the red-headed boys?" Prof.—

"They supposed they would go of their own accord."

Fair charmer, who thinks she knows everything about college affairs—"Is it possible, Mr. Thomkins, that you are unacquainted with my brother at Harvard? Why, he sings second base on the University Base-Ball Crew."

An Englishman was boasting to a Bostonian that they had a book in the British Museum which was once owned by Cicero. "Oh! that ain't nothin'," replied the Bostonian; "in the museum in our city, we have got the lead pencil that Noah used to check off the animals as they went into the ark."

"I say, Pomp, wot's de 'stinction 'tween poetry and wot dey call 'Plank verse'?" "Why, I tell you, Nebuchadnezzar; when I say:

Tumble ober mill dam,
Come down ker slam,

dat's poetry; but when I say:

Tumble ober dat dam mill,
Come down ker plash,

dat's plank verse."

Two sons of Erin passing Trinity College one night, one says, "Mike, what o'clock is it?"—"I haven't me watch, but I'll give ye the thrue time in wan minute," and stepped up to the sun-dial, and struck a match and vainly endeavored to read

the time. He then said, "Och, shure, a match don't give light enough, but if I had a lantern, I could give yes the correct time to a second," and walked away explaining the wonderful instrument to his lately arrived friend.

Cheeky student is sent to the board to demonstrate the proposition of the center of gravity of a pyramid. Is a long while constructing his figure, but finally with the aid of papers in his pockets and hints from several students sitting near, gets the figure drawn. Professor asks impatiently: "Mr. X., haven't you got that pyramid constructed yet?" "Just done, sir," says Mr. X. "Well," the Professor says, with signs of satisfaction, "I am glad to hear it; you were not quite as long about it as the ancient Egyptians were." Cheeky student—"Not quite, sir; but then they didn't have so much help."

Just how many apples Adam and Eve ate appears to be a matter of some uncertainty. The old version was, Eve 8 and Adam 2, total 10. Others think Eve 8 and Adam 8 also, total 16. But if Eve 8 and Adam 82, certainly the total must have been 90. However, Eve 81 and Adam 82, therefore together they must have eaten 163. But another authority reasons that Eve 81 and Adam 812, and that the total must have been 892, if it had not been that Eve

811st and Adam 812, which would make the total number of apples eaten 1,623. But, you see, Eve 8142 know how the fruit tasted, and Adam 8124240-fy the statement, which must have depleted the fatal tree some 8,132,382 apples. Yet, if Eve 81421st see how the apple tasted, and Adam 8124240-fy her statement, then the total was 8,205,661. That must have been a good year for apples.

The professors have advanced another step in the Germano-Chinee pronounciation of Latin, and the beauties of philology are rapidly unfolding themselves before the astonished vision of those who learned the classics under the old regime. The teachers who, by dint of sitting up of nights and practicing with closed doors, have accustomed their ears and tongues to the horrors of *Keekero* and *Keenkeenatoos*, are now called on to begin a new course of training by giving the Roman "v" a sound similar to those of "ou" "w," and "v"; not exactly either one, but a sort of mixture of all three. Virgil, being good natured, would probably do no more than turn in his grave at *Armah weeroom-kway kahno Troyay kwee preemooce ahb oreece*; but how the old bull-dozer, Cæsar, would prance round and blaspheme in antique Italian, if he should happen to hear of *Waynee! Weedee! Weekee!*

PERSONALS.

[Persons possessing information of interest in regard to the whereabouts or positions of the Alumni, will oblige by forwarding the same to the Editor.—EDS.]

'70.—Josiah Chase is practicing law in Portland, Maine.

'72.—T. H. Peckham has recently received a call to the pastorate of the Free Baptist church at Houlton, Maine.

'73.—E. P. Sampson, Principal of the High School at Ellsworth, Me., is stopping in town for a few days.

'74.—R. W. Rogers has commenced the practice of law at Troy, Maine.

'76.—B. H. Young has entered the Boston University Medical School. His address is No. 1476 Washington Street.

'76.—D. J. Callahan was recently elected as one of the Board of Aldermen in this city.

'76.—W. O. Collins is teaching at Harrison, Me. He has also had a class in elocution, and has given public readings during the past winter.

'76.—Marion Douglass has recently been elected Principal of the Lee Normal Academy, Lee, Me.

'76.—A. T. Smith, formerly of '76, is Assistant Superintendent and principal teacher in the Reform School, Providence, R. I.

'78.—A. M. Flagg has recently been elected a member of the Auburn Board of Education.

CLASS OF 1870.

PEARSON, CHARLES HENRY.—Born Dec. 5, 1842, at Salem, Mass. Principal of Academy at West Lebanon, Me., 1870-71. Student at law in the office of Stone & Burnham, Newburyport, Mass., 1871-72. Principal of Bristol, Conn., High School, 1872-74. Married Miss Nellie H. Fernald of West Poland, Me., Nov. 8, 1873, who died the following year. Autumn of 1874, was admitted to the Essex Bar to practice law in the Courts of Massachusetts, and entered into partnership with Col. E. F. Stone, at Newburyport, Mass. Died at Newburyport, Mass., March 13, 1877, of consumption. His funeral was attended, March 16, by the Quasacunquen Lodge of Odd Fellows. We copy the following from the *Newburyport Herald*: "Mr. Pearson was an excellent scholar and well read in the law. He was also a gentleman of good literary taste and powers, and of late years had been a very acceptable lyceum lecturer. Thus, when the struggles to obtain position had been made, and the difficulties overcome, he has been called to another sphere." He was always a firm supporter of all the interests of the College, and his loss will be deeply felt by his *Alma Mater*.

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No. 4.

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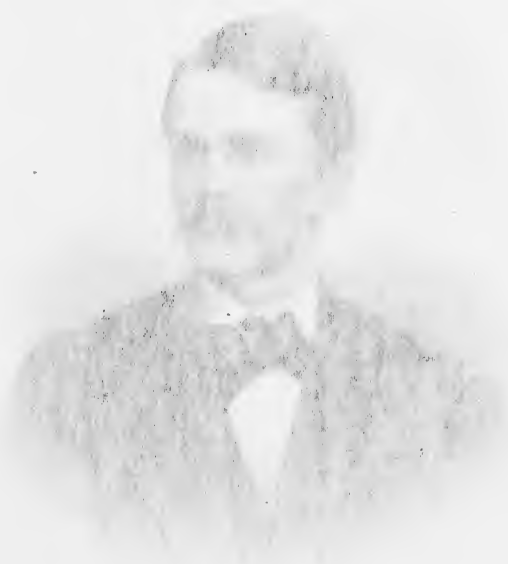
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Horace L. Cheney



Grace & Co.

THE

BATES STUDENT.

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HINDERANCES TO SCHOLARSHIP IN AMERICA.

BY scholarship we mean authoritative knowledge—knowledge such as is represented by the names of Agassiz and Cuvier in Zoölogy, Dana and Lyell in Geology, and Whitney and Max Müller in Language.

That America excels in such scholarship as this, no one will for a moment contend. In commerce, in the mechanic arts, in the general diffusion of knowledge, our country stands on a level with other nations. But, in the realm of exact scholarship, she ranks among scholarly nations as low as third.

Now, when we consider that our forefathers came from the thoughtful classes of scholarly England, and that the spirit of America has ever been progressive, the conclusion is forced upon us that there are vital causes for our intellectual inferiority.

Taine tells us: "When five mill-

ions of men are converted, it is because five millions of men *wish* to be converted." On the same principle, it is evident that when a nation becomes eminent for scholarship, it is because that nation desires to be scholarly, and when a nation fails in scholarship, at least one cause of the failure is indifference. Hence one great hinderance to American scholarship is the lack of popular interest in high scholarly attainments.

This lack of interest results mainly from two causes: First, the political system of our government; Second, the vast natural resources of the country.

The American system of government is preëminently fitted to stimulate ambition. It places immense possibilities within the reach of all, and these possibilities have taken a stronghold on the popular mind. The

death-beds of Webster and Greeley show how intensely the very best minds are wrought upon by these considerations. And these great examples have their thousands of inferior imitators. Every four years political aspirations and prejudices are intensified by a great tidal wave of enthusiasm. The whole nation fairly blazes with excitement. But amid all this impassioned tumult you hear not a whisper of scholarship. Political parties have no reverence for learning. Nowhere is scholarship regarded as a recommendation for political honors. No executive department of the government requires any advanced educational qualifications. The graduate of a country school is deemed sufficiently cultured for Representative Hall or Senate Chamber. The judicial department alone indirectly requires some little intellectual cultivation.

Germany demands a graduate of some standard university for any responsible position, either professional or political. In America, a man may never enter a school of any grade and still be eligible to the highest office in the land.

If, now, the one thing in which Americans are deeply interested utterly ignores the claims of scholarship, it naturally follows that the people will be indifferent to high scholarly attainments.

The second cause for this lack of interest is the vast natural resources of the country.

Draw a line on your map from the mouth of the Sabine river, on the Gulf of Mexico, to the town of St. Vincent, in the north-western corner of Minnesota. You have approximately divided the United States into two equal divisions, each eminently rich in characteristic natural resources. East of this line we have the great Appalachian and interior coal-fields, containing more than four times as much available coal as all Europe. We have also, according to Prof. Newberry, twenty times the amount of iron contained in the United Kingdom, and of better quality. The richest copper mines in the world lie about the region of Lake Superior; and the water power and agricultural facilities of this eastern half are more than sufficient to drive all the manufactories of Great Britain, France, and the German Confederacy, and feed double their population. West of the line we have well-nigh inexhaustible mines of gold, silver, and other metals; and a million square miles of land unrivaled for grazing and stock raising.

Stimulated by the riches already gained, and by the vast magazines of wealth still untouched, Americans have become money-makers. "Will it pay?" is the test question for every enterprise. Utilitarianism permeates the whole fabric of our political, religious, and educational systems. Now, scholarship, viewed from a money standpoint, does not pay.

He who would acquire this priceless treasure, like America's most illustrious foster-son, will find no time to make money. Hence we behold these two invincible powers, ambition and avarice, in complete antagonism to American scholarship.

In this unequal contest, scholarship has become a slave, valued only as a drudge in obtaining positions of

power or profit. But this is slowly changing. Scholarship, for the sake of scholarship, is steadily gaining disciples. And when Americans, like the Germans, rise from a worship of the material to a love of the spiritual—when they begin to make scholarship an end instead of a means—then may America stand as she ought to stand, unexcelled.

OBSERVATION.

OBSERVATION is at once a source of delight and profit. Of the pleasures of the senses, those afforded by sight are among the purest and most easily obtained. Art and Nature furnish scenes of beauty that are inexhaustible and free to *all*. The wondrous glories of the heavens, the varied aspect of nature as it is continually shifted by the seasons in their ceaseless round, fill the mind with serious but pleasing meditations and almost unconsciously lead it from Nature to Nature's God. Her voice ever appeals to the higher, nobler feelings. Her calm and holy influence rebukes passion and yields a balm for the wounded spirit. Thus open eyes, as the clear windows of the soul, disclose to us all that is good and pleasing in the outward world. But while observation yields these transient pleasures, it subserves a

higher end. It lays the foundation for all science. True, it has not directly evolved all knowledge, but it has furnished a basis on which reason might erect its fabrics. Observation obtains food, reason digests it. The true philosopher, considering all things to *be* and to *act* in accordance with certain immutable laws, observes the outward manifestations of matter, its conditions and changes under different tests, and deduces therefrom the laws of its being. The true aim of investigation is truth. The philosophers of the dark ages sought not so much to discover truth as to confirm their own petty theories. Natural phenomena were accepted and used only so far as they promoted this end, and history shows the result. They reaped the fruits of their folly. When, however, Nature was approached in a right attitude, truths

of mighty import burst upon the vision of the humble seeker, the results of which will reach and bless all succeeding ages. The spirit of the present is changed. The scales have fallen from men's eyes. In all departments of science a spirit of investigation is roused. Long-established opinions and principles are undergoing scrutiny. The mists of ages are rolling away before the piercing gaze of awakened intellect. Yet this era of intelligence brings with it necessary evils. So many new truths have been disclosed, so many errors exposed, that public opinion is revolutionized, and the dangers of innovation and a too hasty acceptance of

untried theories, in the present age, seem to almost equal those of conservatism in the past. Sophistries are still rife. Error, in a thousand delusive garbs, still wins adherents and demands, as urgently as ever in the past, clear mental vision, that shall pierce its filmy disguises and expose its hideousness and danger. Amid this universal agitation, this clash of opinions that involve man's highest interests, how great vigilance is required to distinguish the true and false. Upon the scholar, then, as the educator of the race, devolves the weighty responsibility of leading his fellow-beings from the dark mazes of error into the clear sunlight of truth.

SIGNS.

WHILE threading out the maze of life,
 By lonely hearth, in crowded street,
 With sin, and woe, and want, and strife,
 We cannot fail to daily meet.
 How oft we see these things, and sigh,
 Like cold March winds among the pines :
 "The days of judgment sure are nigh,
 The world's so full of evil signs."
 We coldly sigh, counting our eyes,
 That see mere signs, to be so wise.
 We coldly read—can this e'er stay
 The dread fall of the judgment day?
 Sign reading? sighs? No—no such things
 Can ever stay death's dusky wings.
 Did not Christ teach us thus?

I meet a little child, perchance ;
 Her feet are bare, and torn her dress ;
 Upon her hungry face I glance,
 And say : "That child needs help, I guess !"

Ah, yes ! by *signs* I read straightway
 She needs warm clothing, dies for bread ;
 I read, and, aiding not, I say,
 "Depart, and be ye clothed and fed !"

Signs ? glances ? sighs ? That lazy brood
 Have naught to do with clothes and food.
 Cold glances clothe the cheek in shame,
 And warm, with hate, the shuddering frame.
 Cold eyes, but reading one's distress,
 Fill well the soul — with bitterness.

Looked Christ thus on the poor ?

Again, we meet a drunken man —
 And do I name a sight that's rare ?
 The haggard, bloated face we scan,
 And oh, poor soul ! that wicked stare
 From one in God's own image born.
These are but signs ! Upon the pave
 We often leave such men in scorn,
 And say : "They'll find a drunkard's grave !"

As if, oh God, no sire or son
 Was ever from temptation won !
 As if thy precious Saviour-gift
 Was not such darkened souls to lift !
 Mere seeing signs breaks not the bowl,
 Nor spills the draught that wrecks the soul.

Did not Christ teach us thus ?

The very air we breathe to-night
 Is full of calls for help, for grace ;
 There is no life but has some blight ;
 No heart but has some aching place
 That, faint or loud, to us doth cry —
 Not that its signs be coldly read,
 But that true hands to succor fly,
 Good work be done, and prayer be said.
 And so 'tis true we daily meet

With want at home and in the street;
 And if the truth we do not find,
 God help us, heal us—we are blind.
 Be ours the speedy shout of glee:
 "Whereas I once was blind, I see!"
 Yes, Christ will help us see.

INTELLECTUAL CHARACTER.

"WE are what we are," said a famous and eloquent preacher. This is as true in the realm of thought as in the practical affairs of life—inasmuch as what we are, we are in respect to everything that we do. What we are, is manifested by our acts; hence we are judged *to be* according as we are observed to do. Wherefore it may be said that intellectual character derives its force from what a person is in respect to energy of will and steadiness of purpose.

He who carefully considers the demands of the present age, will doubtless conclude that its chief requirement is education, or, as it has been defined, "that culture which develops, enlarges, and enriches each individual intelligence according to the measure of its capacity." This culture, however, is not passively received, but it must be actively and patiently acquired. It does not consist in the possession of so many facts and a certain amount of knowledge, but in the ability to use the facts and the knowledge. "No person," says

an eloquent writer, "can be called educated until he has organized his knowledge into faculty and can wield it as a weapon."

"The characteristic of intellect," it has been said, "is insight—insight into the relations of things." The universe with all its infinities, exists for the scholar. Bodies celestial and objects terrestrial arrayed above and around him, challenge his intellect to its utmost strength. Men and things appeal to his thought and demand a test of his discipline. Thus situated amid all that can stimulate him to activity of mind, the scholar should pay diligent heed lest he should be influenced to hope that, "somewhere in the abyss of possibility," lurks a thought that, under the inspiration of chance, shall crown him with the full measure of his expectations. Let such a one ponder the words of one who has said, "Nature does not capriciously scatter her secrets as golden gifts to lazy pets and luxurious darlings, but imposes tasks when she presents opportunities, and uplifts him whom she would inform."

As, in the realm of morals, wisdom and folly may be found producing each its results, so they may be observed in the intellectual world. And it is sometimes the case that when one looks over the names of those who have given promise of becoming prominent as men of letters, he is surprised to find that success has not attended their efforts. Yet the surprises may be lessened if one's observation has been keen. "For," says an English writer, "minds of large capacity are very apt to relieve themselves by some safety-valve of folly, and if the folly is important it limits or destroys their success."

That success in whatever vocation sought, is to be gained only by earnest toil and sacrifice, is admitted by all. Toil on the battle-field has placed and maintained kings on their thrones. Toil in the cloister has

prepared scholars of all ages to meet successfully the demands of the age in which they lived, and to wield effectually over the hearts and mind of their countrymen the influence so justly gained.

While, however, we admit the existence of the principle, let us not ignore the fact that all who strive for success are tempted to relax their efforts and to hope that somehow a lucky turn of affairs will bring things around to their advantage. The scholar in common with all others is thus tempted. Whether he shall yield or not, will depend upon what he is, rather than upon what he knows. For if he is earnest and determined, he will display it in energy of will and steadiness of purpose. He will not know defeat, for to every object of his aspiration he will say, "I will not let thee go, except thou bless me."

TRULY GREAT, TRULY GOOD.

ONE of our greatest men
Back, in the days of yore—
In Boston, it was there and then,
Though years he'd seen but four.

'Twas at this early age,
With youthful ardor fired,
He first appeared upon the stage,
To tell what he desired.

To be both good and great,
To him seemed of more worth;
Thus be an honor to the State
Where he received his birth.

Truly Great, Truly Good.

These thoughts he then spoke forth,
In manly tones and clear;
And they shall be my guide henceforth,
In every coming year.

None but the truly good
Can e'er be truly great
This, therefore, should be understood
Before it is too late.

'Tis in our early youth,
That culture should begin;
'Tis then to embrace the truth,
And shun the ways of sin.

The impressions first received
Will be the most enduring;
No evils, then, should be conceived,
When young minds are maturing.

The traits that are most pure,
Most potent we shall find,
The highest pleasures to secure,
And elevate the mind.

Then, in life's early morn,
The seeds of virtue sow;
And all the graces that adorn,
From a pure life will flow.

Then for a happy life,
And to be useful, too,
Let it be now our only strife,
And virtue's path pursue.

Then you'll be on the road
To honor and to fame;
And in that high and bless'd abode,
You'll find your written name.

Who was this youth, you may enquire,
And what of him became?
The answer which you thus desire,
Edward Everett was his name.

THE LATE HORACE R. CHENEY, ESQ.

BY PROF. J. Y. STANTON.

MY former association with Horace R. Cheney, and my personal interest in him, lead me to desire to add a few words to the appreciative remarks concerning him, which appeared in the *STUDENT* at the time of his death.

When I entered upon my duties in the College, he was not quite twenty years old. He had been a member of the College Faculty one year as Tutor of Latin, and without any special preparation for work in his department he had become a critical teacher of Latin, doubtless one of the most thorough in the State. His success in teaching was due to an intense and all-absorbing interest in his work. Even then, he exhibited that ability to concentrate all his energies upon his employment, which was so marked a trait in his character. His success in founding the College Library has been previously alluded to in these columns. With my knowledge of what he accomplished, I feel authorized to say that the College never has had a more devoted or more efficient servant than was Mr. Cheney, during his brief connection with it. I have always feared that the College employed too much of his strength and absorbed too much of his life. His interest in the Col-

lege, as Trustee and legal adviser, continued until his death.

About eleven years elapsed from the time of his leaving the Institution to his death. One year was spent in regaining his health, which had become seriously impaired. Three years he gave to the study of law at Harvard Law School, and in the office of Senator Boutwell and Judge French. Seven years he was engaged in the practice of law in Boston, two in the office of Mr. Ranney, three as Assistant District Attorney, and two after he resigned that office.

His success in his profession was remarkable. While he was Assistant District Attorney, a prominent Judge of Massachusetts said of him: "Mr. Cheney is one of the most promising lawyers in this Commonwealth." In the second year of his office he was granted leave of absence for three months. The *Boston Journal*, speaking of the term of Court before his departure for Europe, said: "During the present term, within the six working days, Mr. Cheney has disposed of ninety-six cases, which is unparalleled in the record of the Court." The year closing June 20, 1876, his practice amounted to over \$8,000, not including much

unfinished business. Such distinction and success gained in Boston, by a young man not thirty-two years of age, implies the possession of unusual qualities. He reached the position which he held by his own merits, without any especial intervention of friends. He received his appointment of Assistant District Attorney from Mr. May, the District Attorney, who saw in him a thoroughly competent and able assistant. It is a significant fact that, by a vote of the Legislature, his salary was doubled while he held the office.

His early development was not in an extraordinary degree due to books or to other foreign aids, but to a force within which impelled his mind to activity. When I first knew him, scarcely more than a boy in years, his language was simple and forcible, and his habitual manner of expressing himself, in conversation and in writing, was marked by the ease and perspicuity which are seldom seen, except as the result of years of practice.

He had accumulated a valuable law library, worth \$3,800, and in his profession he was a very faithful student. He made all the preparation for his cases in Court that time would allow, and like all faithful students, he always felt driven by his work. George E. Smith, Esq., of Boston, who studied with Mr. Cheney, and has succeeded to his

business, says of him: "He always looked up himself all the details of his cases, and performed all his work in a wonderfully careful and thorough manner." In preparing his arguments, his sole aim was to present his case clearly and make himself understood. He had, perhaps, too much contempt for mere graces of oratory. Display or bombast was utterly foreign to his nature. Such ability, and preparations so complete and thorough, clients were willing to trust, as is seen by the large practice which he secured in so short a time.

To illustrate Mr. Cheney's clearness of intellect and lucidity of expression, I will refer to a report which he made to the Trustees of the College, upon the property in Boston left to the College by the will of Mr. Benson. After giving a short written report, he occupied three-quarters of an hour in explaining details which he had not written. To those who heard it, the report seemed a model of conciseness and precision.

While Assistant District Attorney he shared the duties and responsibilities with his superior, each assuming the management of the business for a month, alternately. It is gratifying to the friends of Mr. Cheney to know that he was always above the suspicion of compounding felonies, or being deterred from the *fullest* performance of his duty by

any influences of wealth or position.

Speaking of his integrity and fearlessness in the discharge of duty, the *Boston Traveller* said:

"Assistant District Attorney Cheney is adding daily to his first-rate reputation. In the Hapgood case the prisoner expected that by pleading guilty his wealth and social position would enable him to escape with a fine, instead of being sentenced to imprisonment, as poor adulterers are, but Mr. Cheney was not disposed to assent to any such arrangement, and Hapgood was sent to the House of Correction for eighteen months."

And again:

"The argument of Assistant District Attorney Cheney in the Parker trial yesterday, was, perhaps, the best that this efficient and talented prosecuting officer has ever made in a similar case. It was a model of conciseness, brevity, and eloquence, and all who listened to it must have been fully convinced that the speaker earnestly believed in the justice of the cause for which he pleaded, and was determined to do all in his power to see that the law was impartially administered. The shallow sophistries of the attorney for the defendant, and especially the absurd pretense that the bar-keeper was the proprietor of the lunch room where the liquors were seized, were clearly exposed and destroyed by the telling logic and irrefutable argument of the Attorney. In the brief space of twenty minutes, he went through the finely spun web of Mr. Bradley's remarkable argument, unraveling its ridiculous pretenses and exposing its cunning deceit. It was, in short, an argument of unusual ability and power, and Mr. Cheney may well be congratulated for having dared to face aristocratic public

opinion, and in something more than a metaphorical sense, to beard the lion so manfully in his den."

Mr. Cheney was a young man of decided character. From his boyhood he had opinions of his own, which he was ready to maintain. I do not mean by this, that he was narrow or dogmatic. As his opinions were the result of conviction, he was always *open* to conviction.

Although his intellectual powers were developed early, his judgment continued to mature, his conclusions to be modified, and his character to ripen all through his brief manhood. In his short and brilliant career, he gave unusual promise of greatness in his profession. The most sanguine hopes of his friends must have been realized, if he had had a physical constitution sufficient to enable him to endure the demands made upon it.

In this connection I take the liberty of quoting from a private letter from Hon. Charles R. Train, Attorney General of Massachusetts:

"From the time Mr. Cheney became Assistant District Attorney until his death, I knew him thoroughly, and watched him with increasing interest, day by day. He had made rapid progress, and had he lived would have very early become a leader at the Suffolk bar. He was an enthusiast in his love of the profession, a fine legal scholar, and seemed to me to possess all the elements required to ensure success as a *nisi prius* lawyer. He (if

one may be allowed the expression) was faithful and indefatigable to a fault. I loved him as a younger brother for his sterling qualities of mind and heart, and was overwhelmed by the news of his death which I had never anticipated."

In the society of strangers I

think he was reserved, but to his friends he was cordial, sincere, and confiding. He died so much beloved by them all, that no one of them could trust his impartiality in speaking of the virtues of his heart.

HURRY AND "HIGH PRESSURE."

IT is the pace that kills; and of all forms of "overwork," that which consists in an excessive burst of effort, straining to the strength, and worrying to the will, hurry of all kinds—for example, that so often needed to catch a train, the effort required to complete a task of headwork within a period of time too short for its accomplishment by moderate energy—is injurious. Few suffer from overwork in the aggregate; it is too much work in too little time that causes the breakdown in nineteen cases out of twenty, when collapse occurs. Most sufferers bring the evil upon themselves by driving off the day's work until the space allotted for its performance is passed or much reduced. Method in work is the great need of the day. If some portion of each division of time was devoted to the apportioning of hours and energy, there would be less confusion, far

less "hurry," and the need of working at high pressure would be greatly reduced, if not wholly obviated. A great deal has been written and said of late, to exceedingly little practical purpose, on the subject of "overwork." We doubt whether what is included under this description might not generally be more appropriately defined as work done in a hurry, because the time legitimately appropriated to its accomplishment has been wasted or misapplied. Hurry to catch a train generally implies starting too late. "High pressure is," says the *Lancet*, "either the consequence of a like error at the outset of a task, or the penalty of attempting to compensate by intense effort for inadequate opportunity." If brain is bartered for business in this fashion, the goose is killed for the sake of the golden eggs, and greed works its own discomfiture.—*Littell's Living Age*.

EDITORS' PORTFOLIO.



AMORE AC STUDIO.

FEW, perhaps, who have, on Commencement days, seen our streamer floating from the roof of Hathorn Hall, know the history of the words "*Amore ac Studio*" which it bears, in their connection with the College. These words are the motto, and as such are engraven on the seal of our institution. Many, we think, will be interested in the seal which we present at the heading of this article, and also in the accompanying letter which was received nearly twenty years ago by President Cheney, from the Hon. Charles Sumner. President Cheney had previously written to Mr. Sumner asking him to suggest a suitable motto for the institution. The following is the reply received:

WASHINGTON, Dec. 11, 1857.

My Dear Sir,—*Amore ac Studio*. I cannot send anything better than these words for the seal of your institution. I once

thought to have them cut on a seal of my own, but did not.

But I doubt not you will be able to devise something better than anything I can suggest.

Accept my thanks for the kindness of your communication, and believe me,

Dear Sir,

Faithfully yours,

CHARLES SUMNER.

The seal given above is a new one just engraven for the College; the original seal, upon which these words were engraven, was only a wood-cut, and for this reason less perfect than the new one, from which it differs in some respects, as will be seen by comparison.

"*Amore ac Studio*" may be translated, "With ardent zeal for study." Every student should take pride in the motto of our College, considering the high source from which it comes, and remembering that the sentiment contained therein was the leading characteristic, during his whole life, of America's greatest statesman and scholar. Let its spirit ever animate us and lead us onward, so that we may be able to write success upon all of our undertakings.

It is through the kindness of President Cheney that we are able to publish both the seal and letter, and it may be interesting to know that he intends to have the letter framed and placed in the College Library,

where, in years to come, it will be looked upon as a choice memento of that great man whom politicians and scholars alike unite in honoring.

CLASS DISTINCTION.

"O wad some power the giftie gie them
To see themsel's as ithers see them."

We refer to the Freshmen. We have always been opposed to class distinctions as they are represented to exist in most of our American colleges, especially that distinction between the two lower classes which Sophomores usually consider it their prerogative to make; we have always been disposed to lay aside prejudice and estimate a student, not by the class to which he belongs, but by his own personal worth and individuality, be he Freshman or Senior. Yet this, like all other questions, has two sides, and we hold that there should be in every college a certain degree of class distinction, and that those ideas which have a tendency to place the different classes on the same level, are wrong in their conception, and are antagonistic to the true spirit of progress; while, on the other hand, whatever makes more distinct the successive stages from Freshman aspirations to Senior dignity, tends to a desirable end. The nearer the student approaches his Latin parchment and first Commencement Dinner, the more he desires his position to be well recognized and defined. This is in accordance with the

nature of things. If it is pride, it is a pardonable one, and the distinctions and emoluments which it claims can never be peacefully wrested from him. But it was more directly of the Freshmen that we wished to speak. Freshmen are considered as strange anomalies in almost every college, and certainly the class of '80 is no exception to the general rule. It is oftentimes amusing as well as disgusting to see with what an intelligent (?) air they discuss the popular questions of the day, and with what perfect *nonchalance* they treat the opinions of upper-classmen. The profoundest metaphysical questions are disposed of in a manner more truly becoming a Joseph Cook than those who have spent their first half year in college. An exchange very nearly expresses our ideas upon this subject, from which we make the following extract: "A difference of three or four years makes no difference with them (Freshmen) in their intercourse with higher classmen. The idea of respecting the opinions of any one save their own classmates never enters their minds. They contradict a Junior, then strive to maintain their position by empty asseverations. One Freshman amid a crowd of higher classmen is always ready to interrupt with an uncalled-for and unappreciated opinion. Mistaking an overweening conceit for independence of mind, they advance their fallacies against a well

grounded judgment with refreshing self-assurance." Certainly the experience of upper-classmen should receive proper respect, and when a Freshman assumes to place his ideas in the balance with those of Seniors and Juniors, it is evident that he has not learned the first and most important lesson of life, viz., that he knows nothing. Every student, as he approaches the end of his college course, learns this lesson more thoroughly and comes to look upon his present attainments as very insignificant; but when an underling takes it upon himself to dispense the oracles, the incongruity strikes one in a manner not particularly edifying, to say the least. Again we say that the majority of the class of '80 (ladies excepted) display decidedly too much "cheek." In our college, hazing finds no place, the proverbial "Sophomoric discipline" does not exist, upper-classmen are disposed to treat all with courtesy, the Freshmen have perfect freedom in thought and action; yet this freedom from restraint should not be construed into an invitation for the display of unlimited cheek and impudence. A just regard for established opinions and customs demands that each should keep in his proper place and not attempt to appear other than he is, else his *bray* will betray him as it did the leading character in a fable of olden times. We have, however, great faith in the theory of development

(we were about to write in Darwin's *Origin of the Species*) and this gives us hopes that '80 may yet evolve into a higher order of beings. Who knows but that

"Some mute, inglorious Milton . . ."

though in embryonic state, may exist in our midst?

The theory of Darwin may be true or false, yet the theory of development remains sure; and nowhere do we find a better illustration of it than in following one from the time he enters college, a beardless boy, until he graduates, a man, ready to enter upon life's duties and fight life's battles.

FOOT-BALL.

A student dropped into our sanctum the other day to make inquiries concerning the Foot-Ball Association which was organized about a year ago under very favorable circumstances. We distinctly remembered this organization, but could not inform him of its present whereabouts. *À propos*, we thought that the attention of the students should be called to this, in most colleges, very popular game. Why cannot we support a first-class foot-ball team at Bates? Former experience has shown that there is sufficient material here for a strong eleven. The enthusiasm manifested at the time of the match game between the Tufts College boys and our boys one year ago last fall, led us to believe that foot-ball was an established

thing at Bates; but as no match games have been played since, the interest has completely died out.

We were glad to see so much interest taken in base-ball, and to see the players get into the field for practice at so early a day; yet there are enough outside of the base-ballists to organize two elevens. The class of '80 is the largest in college, and has many members who, with sufficient practice, would make first-class players.

We know that foot-ball is a game which flourishes best in the fall of the year, but it seems to us that considerable practice might be had during the month of May, so that at the opening of the next fall term we should be prepared to do solid work, and play match games with teams from other colleges. We certainly have good facilities for this kind of exercise; our grounds are fitted up with goals and boundaries, while the expense of sustaining a foot-ball association is so trifling a matter that no student could present it as an objection. We have never done anything at boating as yet, nor is it likely that we shall at present, on account of the distance to the river and the expense of buying boats and fitting up boat-houses. We wish that Bates might have a good boating crew, and participate in some of the college regattas; but, as she cannot do this now, we think she ought to well support base-ball and foot-ball, and in this respect to

be able to successfully compete with other New England colleges. Now let us have a meeting of the Foot-Ball Association, choose two elevens, and have them begin practice at once. Juniors and Sophomores, talk up the matter; the Freshmen, we know, will heartily support you, and next fall we may expect to see some lively games on our grounds.

NOTES.

We are indebted to President Cheney for the fine steel engraving which accompanies the present number of this magazine, and which was engraved expressly for it. Our subscribers will be interested to learn that the steel portrait of Hon. Benjamin E. Bates, which appeared in a former number, was the work of the same engraver, Frederic T. Stuart of Boston.

The late Horace R. Cheney was born on the 29th of October, 1844, and not on the 28th, as was inadvertently stated by us in a previous number.

At a meeting of the Junior class, April 24th, the resignations of M. F. Daggett and M. Adams, as Assistant Editors of the *BATES STUDENT*, were presented and accepted. The reasons which the gentlemen gave for their resignations were,—that as owing to ill health they had not yet been able to lend assistance, and perhaps could not because of their pressing duties, they preferred to be

relieved from their positions. No further action has been taken by the class.

We stated in our first issue that we wished to make the column of "Personals" a prominent feature of the *STUDENT*, and we solicited contributions for this department. We do not wish to be obliged to give less space than heretofore for recording personals, but with one or two exceptions we have received no help from the Alumni. We have to make inquiries of this, that, and the other one, for items, which takes much of our time; and by so doing mistakes frequently creep into the record.

We should like to publish in each number of the student one or more "long personals," perhaps half a column, giving names of parents, birth, marriage, positions held since graduating, etc. Will not the Alumni forward us the necessary material for this, and make the columns of the *STUDENT* the medium of exchange of news between classmates who have not heard of each other's whereabouts since graduation? Such news can not be otherwise than interesting. This appeal is, therefore, as much for your pleasure as our benefit.

The Annual Exhibition of the Senior Class occurred at the College Chapel on Friday evening, March

30th. The following was the programme of the evening:

MUSIC.

PRAYER.

MUSIC.

1. Journalism and Crime. O. B. Clason.
2. Familiarity with Nature a Condition of Literary Success. C. M. Warner.
3. Perils of Thinking. *H. W. Oakes.

MUSIC.

4. The Reproductive Power of Human Actions. J. R. North.
5. Milton in Politics. N. P. Noble.
6. Echoes. L. A. Burr.

MUSIC.

7. Platonism and Christianity. J. A. Chase.
8. Hinderances of Scholarship in America. E. H. Besse.
9. Dearth of Art in America. J. W. Smith.
10. Fame in the Nineteenth Century. G. H. Wyman.

MUSIC.

11. Leaders and Followers. G. A. Stewart.
12. Turkey and Modern Civilization. B. T. Hathaway.

BENEDICTION.

* Excused.

The parts were all exceptionally good and well delivered. "The Reproductive Power of Human Actions" and "Hinderances of Scholarship in America" we thought deserving of special notice.

The music, both vocal and instrumental, was furnished by home talent, and was well appreciated.

Our base-ball nine played their first game for the season, with the Androscoggins of Lewiston, last Thursday afternoon, April 26th, on the A.'s grounds. The game was witnessed by a large number of spectators. Our boys played a good game, but still showed need of practicing in the positions which they

are to play. As will be seen by the followingscore, the pitching of Oakes was very effective—not a single base hit being made from it. Our boys batted better than could have been expected considering the little practice they have had. P. R. Clason made a magnificent three baser. The fielding of the Bates was good except on one or two occasions, when they became a little excited. The Androscoggins' fielding was fair. The game throughout would have been more interesting, had the nines been more evenly matched.

We append the score:

BATES.					
	I B.	R.	E.	P. O.	A.
Clason, s. s.	4	4	1	0	4
Lombard, 3d b.	1	3	1	1	3
Oakes, p.	2	3	1	1	3
Noble, l. f.	1	0	0	1	0
Record, c.	2	0	4	5	2
Phillips, 2d b.	0	0	1	0	1
Clason, 1st b.	1	0	0	19	6
Potter, c. f.	1	2	0	0	0
Sanborn, r. f.	2	3	0	0	0
Total.....	14	15	8	27	19

ANDROSCOGGINS.					
	I B.	R.	E.	P. O.	A.
Hartwell, 3d b.	0	0	3	2	1
Fitzgerald, 2d b.	0	0	3	3	3
Coburn, s. s.	0	1	0	2	1
Crosby, c.	0	1	10	1	3
Callahan, r. f.	0	0	1	0	0
Murphy, c. f.	0	0	1	1	0
Roach, p.	0	0	2	2	4
O'Brien, 1st b.	0	0	1	15	3
Taylor, l. f.	0	0	0	1	0
Total.....	0	2	21	27	15

Innings.....	1	2	3	4	5	6	7	8	9
Bates	1	0	2	4	0	2	2	0	4—15
Androscoggins ..	2	0	0	0	0	0	0	0	0—2

Time—2 hours and 35 minutes. Umpire—M. Hamlin. Scorers—Androscoggins, F. A. Dunham; Bates, F. H. Briggs.

EXCHANGES.

We have read the *Packer Quarterly* to considerable extent, and it deserves high praise. All its articles are short and pithy, an excellent quality. Its mechanical workmanship and literary worth are both of the first order. Perhaps a little more of the department "Doings at Packer," would be of interest to its Alumnæ. The "College Clip-pings" are well selected.

We have received the *Rochester Campus* for the first time, and are quite favorably impressed with its appearance. "Modern Philosophy Versified" is a very odd poem, but it displays much ingenuity and tact on the part of the writer. "The Relation of Harmony in Sound to Harmony in Color" is a very worthy article.

The *Niagara Index* continues to get "Glimpses of History," and so month after month bores its subscribers with old essays on "Napoleon Bonaparte." We shall be very glad, also, when they decide the justice or injustice of student voting.

The *Neoterian* comes to us from Lawrence University, Appleton, Wis. It always contains something good and interesting. The last number has quite a good article discussing automatic action of man.

The *Undergraduate* thinks "A Correct Theory of Punctuation

Needed," and it is about right. Surely, if some code of rules, which should be universal, could be adopted, much difficulty and misunderstanding would be avoided.

The *University Herald* is an excellent paper, one of our best. The number before us contains several good articles. From "Orthography" we quote the closing paragraph: "There are many things that hinder our having in practice a correct orthography: the language is such that analogies in spelling are uncertain, but this is remedied by a little *hard* work; the lecture system as practiced in our College has a tendency to make us careless, but an after correction will prevent becoming habitual; our classical study may not have a *direct* tendency to improve our English, but we can supplement it by a little critical and comparative study by ourselves; we may have the unfortunate habit of "spelling by ear," but we can correct this by quickening our powers of observation while reading, and so learn to spell by sight instead of sound, and thus we will do our part to raise the standard of American orthography above its now debased condition."

The newly hatched editors of the *Orient* have completely "slopped over." *Orient*-al fledgelings are apt

to. When their pin-feathers begin to grow they may, perhaps, walk more steadily. "Justice, however, compels us to state," "and to prevent misunderstanding," "to apprise the *Hamilton Lit.*" that the Bowdoinites, rent in soul because they dare not cope with Bates in the baseball field, attempt to accomplish by sarcasm and falsehood what true figures will not. As in our last issue, we say that Bates has 138 students—114 of whom are pursuing the regular Academic Course, the rest are Theologues. If the Sub-Freshmen, numbering 54, were counted, the total would be 192. Perhaps this should be the "grand total," since this is the *Orient's* opinion, and since the "Nichols Latin School," "valuable adjunct," has the same President, Secretary, and Treasurer, as the College, and is of nearly the same grade in scholarship as the Bowdoin Scientific Course. This is proved by a two-years-prospective-Bates Freshman entering that department, and immediately being catalogued as one of their Freshmen.

The *Golden Sheaf* is among the best of our exchanges from preparatory schools. Its typography is excellent, and its editors do their work faithfully.

ODDS AND ENDS.

"And how many bottles for *ego*, Mr. F——?"

It is suggested that a Webster's Unabridged be placed in the Zoölogical recitation room, for the benefit of Prof. and students.

Organ grinders and minstrel troupes in abundance, exhibit before the college halls. An Italian Orchestra lately performed in the Gymnasium before an audience of preps and dancing clowns.

Wanted—Prof. Burrell, to collect for a cabinet the valuable specimens—geological, *leather*-ological, *ash*-ological, *tin*-ological, *etc.*-ological—being rapidly deposited on the shadow side of Parker Hall.

The campus has taken its annual burn, and this time the beautiful (?) grove back of the College buildings barely escaped the destroying fiend, having been saved by the vigilance of Prex and a few loyal Fresh.

A Fresh has begun the study of Biology early; he has in his room a youthful alligator which he lately received from Florida. It attracts much attention. We suggest that he place it in the College reservoir.

An '80 man who is inclined toward the medical profession, and who thinks geometry the basis of that science, recently astonished the

Prof. by expounding the principles of connection and influence of the "cholera" (corollary) upon his proposition.

A friend proposes that the STUDENT editorial corps have a reporter present at future faculty meetings, that their proceedings may be correctly made known. He hopes this proposition will meet the Faculty's approval.

A student observing a short but weighty personage, much interested in Bates, escorting home two ladies the other evening, remarked: "X—— looks just like one of those little tug boats with two large vessels in tow, don't he?"

Don't call any man a "Jack at all trades" until you have seen the down town girl that plays the accordeon, smiles lovingly on her Senior beau, chews spruce gum and sings—"Yet There's Room" (on her lips probably); all this, too, at once.

Freshman greenness and curiosity was well exhibited the other day, when the fire engine was throwing water from the reservoir on the campus. Whole crowds of them were seen rushing with headlong eagerness to obtain, perhaps, their first view of this curiosity.

A brilliant Freshman entertains friends from the country. One of them asks: "What are those poles with a crossbar on them set up on the ball grounds" (meaning the football goals)? Freshman—"There's where the Faculty hang the boys when they are 'suspended.'"

A Soph coming up College Street the other day, was approached by one of the gentler sex, who, walking by his side, remarked: "Good morning, how is your wife and children this morning." Imagine the Soph's embarrassment until she explained: "Oh, I thought you was a Theo. that's married."

Scene: Mathematical recitation; difficult subject under discussion; twelfth flunker rises and fails; Prof. in disgust answers his own question. Immediately twelfth flunker, with thoughtful brow and pedantic tone, exclaims, "Oh, yes, that is just what I had in mind." Prof.—"I am very glad you had it in mind, Mr. H."

Why do not some of our Profs., as at other colleges, become interested in the telephone, and have wires put up between Hathorn and Parker Halls. Recitations could be thus conducted with much ease, especially on the part of students who would be relieved of the very embarrassing gaze of Prof. and classmates. Let us have reform, it would be good for rank.

A few evenings since, as the dusky shadows of night were approaching, a half-dozen students could have been seen bearing, with great solemnity, from the smaller to the larger chapel, the college pulpit, on which reverently rested the doffed hats of the bearers. Some impious observers were curious enough to ask whose corpse it might be.

Scene: Mathematical Room. Enter Prof. from another department highly enraged. "There, there, Mr. D—, you hired that organ-grinder to come and play under my window, now just go right down and drive him off." Guilty Fresh speedily obeys, looking, meanwhile, as though he had recently been in the *sheep business*. Better take care that the Prof. is not looking out of the window when the next trade is made.

The following conversation was overheard while a young lady was calling on a gallant Senior who lives in the suburbs. Lady—"Have you been down town this morning?" Senior—"No, I have not." Lady—"Were you down town this morning?" Senior—"I was." Lady—"I thought you must have been down sometime to-day, for I saw your *tracks* on Main Street." We infer that those tracks were of liberal size, else they would scarcely have been noticeable through a thick brown veil.

COLLEGE ITEMS.

Another new '80 man.

Spring term opened April 10th.

Amherst College has a debt of \$29,000.

There are 1400 Americans in German universities.

The Johns Hopkins University has 170 students.

Every Trinity Senior is obliged to write a poem of one hundred lines.

The Juniors have at present two recitations a day in Zoölogy to Prof. Stanley.

New York has in active operation twenty incorporated colleges and universities.

Six students, in American colleges, have committed suicide within the last six months.

Tufts College has eighty-nine students in the regular class, and thirty in the divinity school.

Both the Junior and Sophomore classes are receiving lectures in Ornithology from Prof. Stanton.

Tuesday evening, April 17, President Cheney gave the Freshmen a reception. As usual, the occasion was very enjoyable.

The Sophs. are divided in their studies this term; one portion taking French as an elective and the rest taking Calculus.

Columbia College is so well endowed that a surplus of \$50,000 is now added yearly to the principal by the trustees.

The first division of Sophomores will give their Prize Declamations, Friday evening, May 4th, at Main Street Free Baptist Church.

The first division of Juniors had their summer-term debate last Wednesday afternoon. The second division hold theirs next Wednesday.

Wanted—a few more copies of the BATES STUDENT for January, 1873—Vol. I., No. 1. Address F. H. Briggs, Manager of BATES STUDENT, Lewiston, Me.

Would not the proprietors of our boarding clubs, and students, thank the bell-ringer if he would be a little more punctual on days when we have no recitations?

The University library of Heidelberg has 300,000 volumes, 70,000 treatises, 3,000 manuscripts, 1,000 charts; also a collection of maps, and another of engravings.

Oxford University is 1000 years old, has a library of 520,000 volumes, an annual income of \$1,000,000, and 1300 undergraduates. She has also upwards of 250 Fellowships varying in value from \$700 to \$1000 a year; most of these are held for a period of from five to seven years.

Bowdoin students can't visit the depot; Trinity can't sing; Williams can't walk; Syracuse can't "snuggle;" Princeton can't play billiards.

A students' guild has been formed at Cornell, with a view of taking better care of the sick students. The expense to each is 25 cents a term.

The Dartmouth Faculty have voted to dispense with the Junior Exhibition, at the request of the class; and have also voted not to grant the Seniors a vacation before Commencement.

Prior to 1776, but nine colleges had been established in the United States. Now there are more than 400 colleges and universities, with nearly 57,000 students, and 3,700 Professors and Tutors.

The Tufts College Library recently received quite an addition, through the beneficence of the wife of Rev. Thomas Whittemore. The contribution consists of about 4000 volumes, besides many pamphlets.

The Polymnian Society will hold a public meeting in the College Chapel, Monday evening, May 7th. This is to some extent a new departure, and we wish it success. Music is to be furnished by College talent.

The manager of the Base-Ball Association has already arranged the following games to be played by our nine: Androscoggin, April 26th; Colby, May 2d; Harvards, May 12th; Dirigo, at Portland, May 19th; Dirigo, at Lewiston, May 30th.

It is proposed that to enter Harvard, students must be able to answer test questions and to read at sight from Homer, Virgil, Ovid, and similar writers, without reference to the actual work they may have done to fit themselves for admission.

It is estimated that more than \$35,000 are now due Harvard College from students, mostly ministers, who have borrowed money to help them through college, and never paid it. Pres. Elliott opposes the extension of the beneficiary system.

A meeting of the Base-Ball Association was held Friday, April 20th, and the following officers chosen for the term: President, B. S. Hurd '78; Vice President, S. C. Mosely; Secretary, F. H. Briggs '78; Treasurer, F. L. Baker '79; Business Manager, F. Howard '79. Executive Committee: F. D. George '78, E. A. McCollister '79, A. L. Woods '80.

College colors: Harvard, crimson; Yale, blue; Dartmouth, green; Bowdoin, white; Amherst, purple, white; Amherst Agricultural, maroon and white; Wesleyan, lavender; Union, magenta; Trinity, green, white; New York University, violet; Rochester, magenta, white; Western Reserve, bismark, purple; Cornell, cornelian, white; Michigan University, blue, gold; Brown, brown; Columbia, blue, white; Swarthmore, garnet, pearl; Boston University, scarlet and white; Alfred, purple and gold; Bates, garnet.—*Boston University Beacon*.

CLIPPINGS.

The following dialogue was overheard the other day: He—"Araminta, *je t'adore*." She—"Shut it yourself."

Prof. in Rhetoric: "Will somebody give me a H(e)art?" Young lady (advancing timidly): "Prof., you may have mine."

Consolation for those that need it: "The moment we find a being that knows anything, he is *conditioned*."
—Sir William Hamilton.

A wicked little girl in Elmira Female College wants to know what the little devils will swing on, now that Hell gate is blown up.

A man advertises in a Cleveland paper for "a boy to take care of a pair of horses of a religious turn of mind." Rare horses those.

Junior, (translating slowly on cheek)—"*Nunquam*, never; *animis*, mind; *ignis*, fire; *via*, a way; (triumphantly) Never mind! fire away!"

Scene, French Recitation. Student—"I will bet a lead pencil with you, Prof., that I am right." Prof.—"No, I prefer to bet the cider."

At Cornell, an expedition has been organized under the lead of the Professor of Natural History. It will start after Commencement for the scene of its labors—the Lake Superior region.

Sophomore (translating)—"*Quid dicam aliud nescio*. I don't know what else to say." Professor—"Well, if that's the case you may sit down."

"Woman is a delusion, madam!" exclaimed a crusty old bachelor to a witty young lady. "And man is always hugging some delusion!" was the hasty retort.

Scene—Young ladies' boarding school. Prof.—"What can you tell of Pluto?" Miss D.—"He was the son of Satan, and when his father died he gave him Hell."

A young lady, after having been kissed by a dashing Senior with a large mustache, was asked how it felt. She answered: "I felt as though I had swallowed a *hair-brush*."

Prof. in Political Economy—"Now let us take distilled liquor—" Then every man murmured mournfully: "No, thank you—member of the Nassau Temperance Society."

The first letter sent by a gushing Freshman home to his sire encouraged the old man, who thinks his son will be a tutor some day. Here it is: "Pater, Cani havesome more stampsent tome. Ego spentthe last cent. Tuus studiosus heres, Johanes."

I C U O us for subscriptions and advertising. Our pockets R about M T. We want 2 C U bad. Good I D if U would C us or send by mail what U O us. Y don't U. R U busted?

Scene in Lecture Room: Teacher—"Decline *ego*." Prep.—"Ego, egonis, egoni," etc. Teacher (emphatically)—"Take zero." Prep. (quickly)—"Zero, zeronis, zeroni;" remainder drowned in consequent applause.

A man caught fishing for trout on another man's land, the other day, completely silenced the owner, who remonstrated, with the majestic answer: "Who wants to catch your trout! I'm only trying to drown this worm."

A new translation by a Sophomore, who is very much in love with Mary: "*Coelum, non animum mutant, qui trans Mare currunt*," "It is heaven, and they do not change their minds, those who run across Mary."

Scene in Physiology: Prof., *log*.—"The human body is a stove and the food is the fuel. When we eat we simply coal up." Junior, *sotto voce*—"How would a stovepipe hat do on such occasions for a draft?" General howl.

"Jake," said the blushing damsel to a lover that her father had forbidden the house, "I don't care if your feet are big, I love you just as much." "Wall, Sally, I don't mind

so much about the size of my own feet, but I wish your dad's were a little smaller; I should feel more confident, you know, about staying all the evening."

"What can you say of the second law of thought?" Student—"It cannot both be and not be at the same time. For example, the door over there can't be both shut and open at once." Professor—"Give another example." "Well, take the case of another door."

A couple of young ladies of the Institute were talking of their future lives the other day, when one asked the other what she intended to do after she left school. She answered, "I intend to teach the young idea how to shoot, and, if it don't shoot, I will 'shoot' the young idea."

A maiden lady said to her little nephew: "Now, John, you go to bed early, and always do so and you'll be rosy-cheeked and handsome when you grow up." Johnny thought over this a few moments, and then observed: "Well, you must have set up a deal when you were young."

Prof.—"Suppose, Mr. B——n, you with feelings *positively excited*, were to attempt to kiss a girl, *negatively* charged by her mother, would she be likely to take the spark, or would there be a sudden repulsion?" Mr. B——n pleads inexperience, but is perfectly willing to try the experiment.

PERSONALS.

[Persons possessing information of interest in regard to the whereabouts or positions of the Alumni, will oblige by forwarding the same to the Editor.—Eds.]

'68.—G. C. Emery was elected President of the Boston Bates Alumni Association, and not C. G. Emery, as stated in the last issue.

'71.—J. M. Libby is practicing law at Mechanic Falls, Me., in company with I. W. Hanson, of the class of '70. Mr. Libby was an active member in the House of Representatives, last winter.

'72.—C. L. Hunt, who has been teaching in the Academy at Plainfield, Mass., during the last year, is at present stopping at his home in Auburn, Me.

'72.—E. J. Goodwin still continues Principal of the High School at Farmington, N. H.

'72.—E. F. Nason has recently been elected Assistant Principal of Lyndon Literary Institution, Lyndon Centre, Vt.

'73.—N. W. Harris is studying law with Frye, Cotton & White of this city.

'73.—E. A. Smith is Assistant Editor of the *Morning Star*.

'73.—C. H. Davis, a graduate of Bates Theological School, class '76,

is supplying, temporarily, the Congregational Church at Prescott, Wisconsin.

'74.—C. S. Frost, of the Theological School, is supplying the Free Baptist Church at Sabattus, Me.

'74.—J. F. Keene is studying law in the office of lawyer Bonney, Portland, Me.

'75.—N. S. Palmeter, of the Theological School, has, on account of ill health, returned to his home in Avondale, N. S.

'75.—F. L. Evans is Principal of Northwood Academy, Northwood, N. H.

'75.—F. L. Washburn is studying law in the office of James Fox, Esq., No. 22 School Street, Boston.

'75.—G. W. Wood is pursuing a post-graduate course at Yale College, making a specialty of history and literature.

'76.—G. L. White has just commenced the spring term of the High School at Gray, Me.

'76.—H. Woodbury is Principal of the Grammar School at Machiasport, Me. We were pleased to see him at the College recently.

'76.—C. S. Libby is Principal of the Academy at Athens, Me.

BATES COLLEGE.

FACULTY OF INSTRUCTION AND GOVERNMENT.

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THOMAS L. ANGELL, A.M.,
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OLIVER C. WENDELL, A.M.,
Professor of Astronomy.

JOHN H. RAND, A.M.,
Professor of Mathematics.

THOMAS H. STACY, A.B.,
Tutor in Elocution.

CLASSICAL DEPARTMENT.

TERMS OF ADMISSION.

Candidates for admission to the Freshman Class are examined as follows:—

LATIN: In nine books of Virgil's *Æneid*; six orations of Cicero; the *Catiline* of Sallust; twenty exercises of Arnold's Latin Prose Composition, and in Harkness' Latin Grammar. **GREEK:** In three books of Xenophon's *Anabasis*; two books of Homer's *Iliad*, and in Hadley's Greek Grammar. **MATHEMATICS:** in Loomis' or Greenleaf's Arithmetic, in the first twelve chapters of Loomis' Algebra, and in two books of Geometry. **ENGLISH:** In Mitchell's Ancient Geography, and in Worcester's Ancient History.

All candidates for advanced standing will be examined in the preparatory studies, and also in those previously pursued by the class they propose to enter, or in other studies equivalent to them.

Certificates of regular dismission will be required from those who have been members of other Colleges.

The regular examinations for admission to College take place on the second Saturday before Commencement, on Tuesday preceding Commencement, and on Saturday preceding the first day of the Fall Term.

COURSE OF STUDY.

The regular Course of Instruction is that commended by the leading Colleges of the country as eminently adapted to secure liberal culture and a sound classical education.

EXPENSES.

The annual expenses are about \$200. Pecuniary assistance, from the income of thirteen scholarships and various other benefactions, is rendered to those who are unable to meet their expenses otherwise.

Students contemplating the Christian ministry receive assistance every year of the course.

THEOLOGICAL SCHOOL.

This is a department in the College, established by vote of the corporation July 21, 1870. It occupies Nichols Hall, situated about a quarter of a mile from the College buildings, and is in charge of a special Faculty appointed by the College corporation.

Candidates for admission are required to furnish testimonials of good standing in some Christian church, and to give evidence of their duty to prepare for the gospel ministry, certified by the church of which they are members respectively, or by some ordained minister.

Those who are not graduates from College, previous to entering upon the regular course of study, must be prepared for examination in the common English branches, Natural Philosophy, Physiology, Chemistry, Geology, Astronomy, Algebra, and in the Latin and Greek languages.

Tuition, room rent, and use of libraries free.

COMMENCEMENT.....JUNE 27, 1877.

For Catalogue or other information, address

OREN B CHENEY, PRESIDENT, *Leviston, Me.*

NICHOLS LATIN SCHOOL.

This Institution is located in the city of Lewiston, Maine, and is named in honor of LYMAN NICHOLS, Esq., of Boston. The special object of the school is to prepare students for the Freshman Class of Bates College, though students who do not contemplate a College course are admitted to any of the classes which they have the qualifications to enter. The School is situated near the College and Theological School, and thus affords important advantages of association with students of more advanced standing and scholarship.

The Course of Study comprises three years and as many classes; that is, the first year, or third class; the second year, or second class; the third year, or first class. The classes are so arranged that students can enter the school at any time during the year.

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MAY, 1877.

No. 5.

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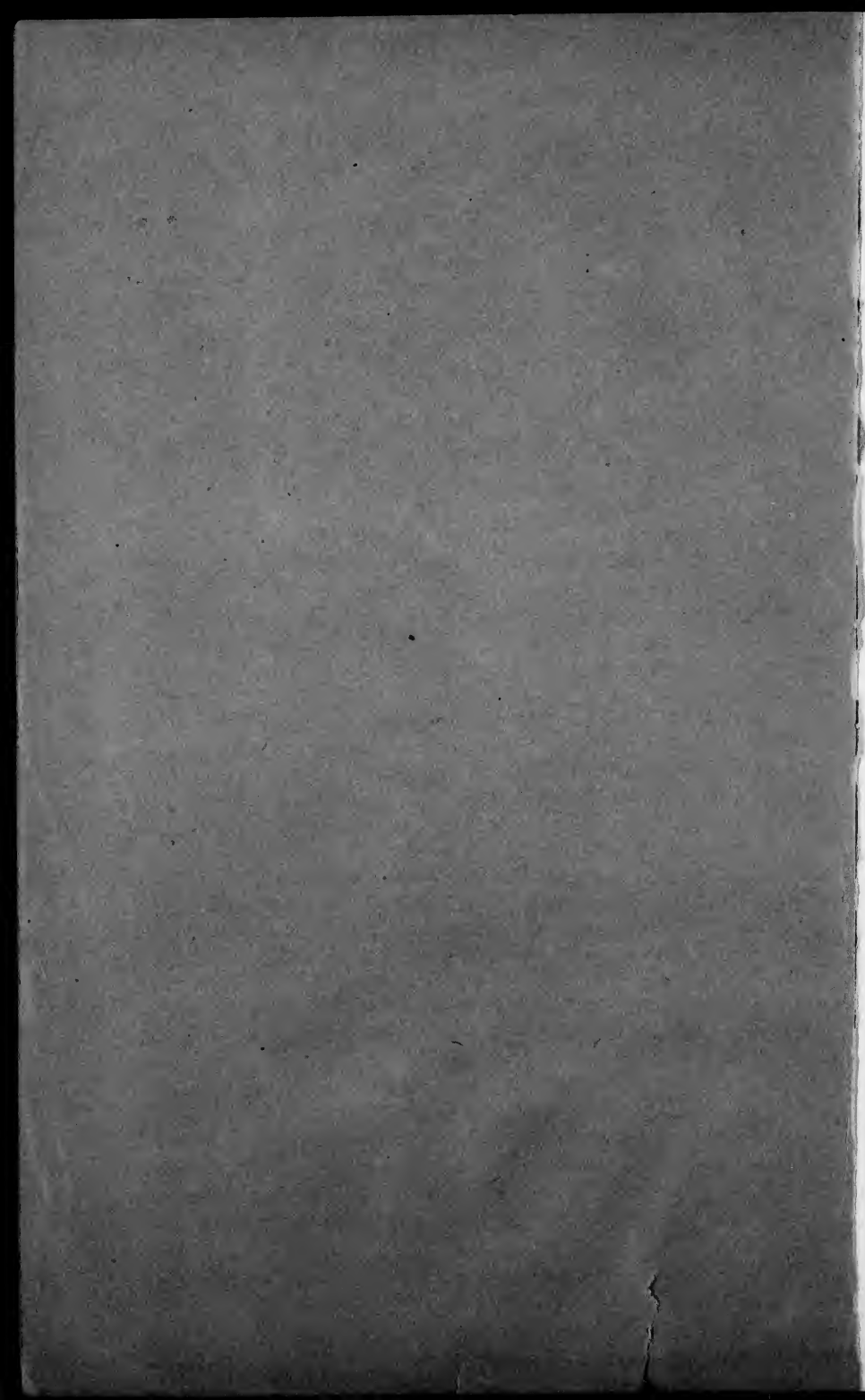
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THE
BATES STUDENT.

VOL. V.

MAY, 1877.

No. 5.

AMERICAN COLLEGES.

IT has become fashionable in certain quarters to decry whatever is distinctively American, and to laud, indiscriminately, foreign institutions and customs. Perhaps this tendency is nowhere more apparent than in connection with our higher institutions of learning. The more discerning American scholars understand the origin and significance of all this, and its only effect is to make them adhere more closely to existing systems, and to accept less readily any change, especially if suggested from that quarter.

But if this fawning sycophancy really represses any just criticism, it is unfortunate both for us and our institutions. Our colleges have certain characteristics which make the culture afforded by them distinctively American, and which must not be lost. They possess excellences and afford advantages which could not well be exchanged even for the broader training of the German

university. But to acknowledge their faults is no humiliation, and to seek their removal reflects no discredit on the wisdom and generosity of their founders. It is the purpose of this article to suggest some of the defects and weaknesses in our system of higher education, as they appear to the writer.

It seems quite unfortunate that the college is so widely separated from the public school. In none of the States do the public schools, outside of the cities and larger towns, make any attempt to fit their pupils for college; and it could scarcely be accomplished if attempted, since the requirements for admission are so various. Between the public school and the college there is a broad gulf, bridged only by certain private institutions—seminaries and academies—which maintain a precarious existence, and exercise an irresponsible influence. Between the college and the public school there is no

real sympathy. The college can scarcely be called a part of the national educational system. In no country is the separation between Church and State wider than in our own; and, as matter of fact, with few exceptions, while the public school belongs to the State, the college belongs to the Church.

There are doubtless many advantages accruing to the college from the fostering care of the Church; but there are evident disadvantages, also, under the present system. The average pupil in the public school regards the effort to obtain a collegiate education—unless he intends to become a physician, a lawyer, or a clergyman—purely as a work of supererogation.

On the other hand, the college has no recognized connection with the civil service. Liberal culture is no necessary qualification for public life in America. In Germany the majority of every legislative body, and all the heads of departments, are university men. How different in America! If a collector is to be appointed for the port of Boston, the influence of the Parker House is more potent than that of Harvard University. Is not this the legitimate result of divorcing the college from the State and isolating it from the public school? While the German university rests upon the gymnasium, and introduces to the professions and to public office, the American college (to use the words

of a recent critic) “rests upon nothing, and ends in nothing.”

The truth seems to be that its relation to the public schools, and to the civil and political institutions of the country, is not yet well determined; and until its true position shall be fixed and understood, its usefulness must be seriously impaired. There is no question of more general interest to the whole country than that of the reform of the civil service; but, after our way of thinking, no thorough reform will ever be secured until the training of the college obtains some recognition in the basis of appointment to office.

The fixed course of study which still prevails in most American colleges must be regarded as a hindrance to profound scholarship and the proper training of individual minds. All minds cannot be run in the same mould. Such an attempt puts upon the student the stamp of his college, instead of bringing out and making indelible the mental impress put upon him at his birth. Prof. Agassiz used to denounce, in the strongest terms, a mere textbook education. If the student is to be free from this bondage to textbooks anywhere, it must be in the college. He should not be kept a mere school-boy under tutors, when he ought to be developing the judgment and self-reliance of a man. Does not this constant use of textbooks in a fixed curriculum also

account, in part at least, for the observed lack of facility and correctness in English composition among college-bred men?

These abuses are gaining recognition. Elective studies are already allowed, to some extent, in the leading colleges; and lectures, with collateral reading and examinations, are beginning to take the place of the cramped and mechanical recitation from the text-book.

What seems to us another defect in the college system is the material basis upon which it is established. The popular conception makes the prerequisites for a college to consist of imposing piles of brick and stone. The first thought in the mind of the founder of such an institution is "buildings." Suitable buildings, containing lecture rooms, libraries, and cabinets, are a necessity. But we venture the opinion that the dormitory plan, generally in vogue in this country, is a hindrance to the highest success of the college. It absorbs, and renders useless for the general purposes of the college, a vast amount of capital. If the money expended for the erection of dormitories were judiciously

invested as endowment funds, more and better instructors could be employed, larger libraries and cabinets could be furnished, and all the facilities for thorough study could be greatly increased. The difference, in this respect, between the American college and the German university is that while the foundation of the former is *buildings*, the foundation of the latter is *men*. Three years ago the University of Strasburg had eighty-three professors and instructors, and six hundred students, without a single building of its own. The dormitory plan also usually necessitates that bane of college life, almost unknown in Germany, "chumming"—a custom so damaging to individual development and independent research.

The real foundation of the college is not buildings, but men and money. The demand is for men, eminent in their chosen departments, together with sufficient endowment, or State support, to make the college independent of local or party patronage. It can then devote itself to its legitimate work of instruction, the result of which will appear in a broader and more thorough culture.

THE DESERTED CHURCH.

THE dear old church is falling to decay,
The roof with clinging moss is overgrown;
All have deserted it: some gone astray,
And some into the better land have flown.

Where is the holy man of God, who taught
From this time-worn yet consecrated stand,
Who spoke the sacred word with sweet peace fraught,
And brought the weary souls unto His band?

The friends who used, with voices sweet and clear,
To sing of his pure and unbounded love,
To glorify the blessed Saviour here,—
Have left us for the heavenly home above.

The bell—it, too, is silent, mute, and still;
We listen all in vain for its sweet chimes;
We ne'er shall hear it echoing o'er the hill,
A sad reminder of the olden times.

The man of God no more shall preach the word
Within this desk, now falling to decay;
No more the people, by his teaching stirred,
Shall sit within these walls to read or pray.

No more the dear, sweet voices shall we hear;
No more—for they are hushed by Death's cold hand;
No more, till in His likeness they appear,
And we are called to reign in that bright land.

All, all are gone. The church, deserted, stands;
The spire points upward to the deep blue sky,
Where the great Church, that was not built by hands,
Cares for the precious souls who never die.

The Church of Christ will never know decay;
It will stand fast, though earthly churches fall;
Its shining lights will glow along the way,
For the Good Shepherd watches over all.

JOHN MILTON.

IN the year 1632 a man left the classic shades of Cambridge, whom Macaulay thus eloquently describes: "John Milton, Poet, Statesman, Philosopher, the glory of English literature, the champion of English liberty."

When Milton stepped from the shadow of the University into the arena of active life, he found the tastes and thoughts of his countrymen in a state of transition. The popular mind was fast turning from the enjoyment of classic literature to the discussion of political questions. The nation was just on the eve of the great conflict between monarchical despotism and civil liberty. No phase of this transition state was entirely in harmony with Milton's nature or convictions. By nature he was a true poet and scholar. But the days of Spenser, Shakespeare, and Ben Jonson were fast passing away. In politics, Milton was a lover of justice and liberty. But the bigotry and tyranny of Charles I. was shamelessly stultifying justice and degrading liberty.

In view of Milton's great influence in shaping the thought of future ages and in directing the changes of his own time, I trust it will not be uninteresting to consider briefly: First, his personal character; and second, the manner in which he bore the responsibilities of public life.

But where shall we look for the truest index of a man's character? Undoubtedly in his published works. Would you know the character of a hidden spring? Look at the stream that flows from it. Would you know the character of a man's heart? Study the thoughts that flow from it. So let us study the character of Milton. First, as revealed in his poetry; second, as revealed in his prose.

In his poetry Milton discloses great reverence for music. In his imagination the song of

. . . "Circe with the sirens three,"
. . . "takes the prisoned soul and laps it
in Elysium."

Scylla grows silent with tearful attention, while the hoarse roar of terrible Charybdis sinks to a "murmur of soft applause." But in *Paradise Lost* music gains a victory before which the conquest of Scylla and Charybdis becomes insignificant. The infernal pit is the scene of action. Apostate forms with hellish din strive to obliterate their shame and pain. The yells of fiendish strife and clash of fiendish arms weigh down the murky atmosphere.

"Armies rush
To battle in the clouds,
. . . and couch their spears
Till thickest legions close; with feats of arms
From either end of heaven the welkin burns.
Others, with vast Typhoean rage more fell,
Rend up both rocks and hills, and ride the air
In whirlwinds; hell scarce holds the wild uproar."

But suddenly the soothing notes of an immortal song rise from a quiet valley, when lo! the infernal tumult becomes hushed and still.

"The song was partial; but the harmony
Suspended hell, and took with ravishment
The thronging audience."

Indeed, in Milton's ideal world, there's music everywhere,

"Above, about, and underneath."

The early song of the lark, the reverberating bass of the distant hound, the whistle of the ploughman, the blithe song of the milkmaid, the merry clatter of the sharpening scythes, all softened and blended by the cool morning air, have, for him, a soothing charm such as the mother's love-song has for her child.

But reverence for music is by no means the only virtue of Milton's verse. Scarcely less intense than his love of music is his appreciation of the beautiful and picturesque in nature. His muse delights to picture

"Russet lawns, and fallows gray,
Where the nibbling flocks do stray;"

and far in the distance,

"Mountains, on whose barren breast
The laboring clouds do often rest."

In the interval between these views the eye is pleased by

"Meadows trim with daisies pied,
Shallow brooks, and rivers wide;
Towers and battlements it sees
Bosomed high in tufted trees."

He entreats the goddess to bring him

"To arched walks in twilight groves,
And shadows brown, that Sylvan loves,
Of pine, or monumental oak."

There, near the bank of some

quiet stream, he would hide from the "garish eye" of day, and, lulled by the hum of bees, the whispering pine, and the murmuring brook, he fain would seek repose and sleep.

But it was not love of music and delight in natural scenery alone which placed Milton among the greatest of poets. Other inferior poets have both these characteristics as plainly marked as he. But we find that while Milton's muse was capable of truthfully portraying the graceful and picturesque, she was equally capable of vividly painting grandeur and sublimity. Channing says, "he is in truth the sublimest of men. He rises to the contemplation of objects of grandeur and awfulness, not by effort or discipline, but by a native tendency and a godlike instinct. He enters on the description of the infernal regions with a fearless tread, as if he felt within himself the power to erect the prison-house of fallen spirits, and to embody in their chief an archangel's energies and a demon's pride and hate." All the power and glory of heaven; all the pain and wretchedness of hell are drawn with startling vividness and matchless power. Throughout *Paradise Lost* are scattered word-pictures whose grand sublimity is unrivaled in literature.

Here then is the key to one phase of Milton's greatness. An intense love of music, a lively appreciation of the beautiful and picturesque, coupled with the love and mastery of

grandeur and sublimity, indicate a nature of strong and well developed sensibilities.

The second characteristic that is traceable in Milton's poetry places him far in advance of his time. There is a notion prevalent in some minds that a poet must be a kind of barbarian. That somehow he is not made like the rest of mankind, but is so permeated by intense desires and passions that practices, which would be intolerable in other men, must be overlooked in him. This relic of barbarism was not only especially cherished in Milton's time, but was carried so far that lewdness and debauchery characterized the age. The three best representatives of the time are Edmund Waller, John Dryden, and Wm. Wycherley. Waller was emphatically a surface man. Chambers says, "He was easy, witty, and accomplished; but cold and selfish, destitute alike of high principle and deep feeling." Dryden was, undoubtedly, a great poet, but his earlier writings are stained by moral rottenness. Chambers makes the sweeping assertion that "All Dryden's plays are marked with licentiousness," and Allibone adds, "His genius was debased by the false tastes of the age, and his mind vitiated by its bad morals." Speaking of the immorality of the restoration, Taine says: "The hero of this society was Wm. Wycherley, the coarsest writer that has polluted the stage. We find in him no poetry

of expression, no glimpse of the ideal, no system of morality which could raise or purify men. He shuts them up in their own uncleanness and settles himself along with them." Bear in mind now that these are representative men, and then mark how grandly John Milton rises above them. In all his poetry there is not a single sentiment which even the fastidious tastes of the present day can call in any sense impure or unchaste; on the contrary, the beauty and desirableness of virtue is sung again and again. Emerson well says, "The idea of a purer existence than any he saw around him inspired every act and every writing of John Milton." He says of himself, "this I know, if God ever instilled an intense love of moral beauty into the breast of any man, he has instilled it into mine," and thus nobly does he close his masque of Comus:

"Mortals that would follow me,
Love virtue, she alone is free;
She can teach ye how to climb
Higher than the sphery chime;
Or, if virtue feeble were,
Heaven itself would stoop to her."

Keen sensibility and lofty ideas of virtue have now rewarded our search. Noble qualities both, and equally necessary to a good poet. But something still remains. Two more inseparably connected qualities must be found in all true poets, viz., strong imagination and great descriptive power. They are supplements of each other. No man can succeed as a poet who does not possess both

in some degree. "Logicians may reason about abstractions, but the great mass of men must have images," says Macaulay. And the business of the poet is to put ideas into such word-pictures that the dullest head may comprehend them. That Milton possessed these faculties in wonderful perfection, a single statement will show. In *Paradise Lost*, Milton's subject comprehends all that mankind loves or fears, viz., Heaven, Earth, and Hell; and so vividly has he illustrated and described it that the general suffrage of critics has placed his work in the highest rank of human compositions. Picture after picture passes before us, in this pen-panorama, any one of which is abundantly worthy of a painter's skill.

With this brief glance at Milton's poetry we turn to his prose. We find revealed there two important qualities, viz., magnanimity and great argumentative power.

Magnanimity, in plain English, means sacrifice of self for the sake of great principles. Now the very fact that Milton engaged in controversy at all is conclusive evidence of his devotion to principle. It could be shown by a multitude of quotations that his desires were in complete antagonism to such an occupation. His chief delight was in "calm and pleasing solitude," and in "beholding the bright countenance of truth in the quiet and still air of delightful studies." It was with

intense disgust that he interrupted these chaste enjoyments to embark "in a troubled sea of noises and hoarse disputes." But "when God commands," says he in his own noble manner, "But when God commands to take the trumpet and blow a dolorous or a jarring blast, it lies not in man's will what he shall say or what he shall conceal." This was ever the key-note of action. His knowledge of right was always the voice of God. And obeying this voice in the conflict between liberty and despotism, "he became liberty's most devoted and eloquent champion." His argumentative ability is fully equal to his other qualities, and completely overshadows all his contemporaries. He crushes opposing arguments with irresistible logic, and lays bare their sophisms with biting sarcasm. Imagine now all the great natural qualities which we have discovered strengthened and beautified by the most profound learning of his day, and our estimate of Milton's character might be thus expressed. A strong and highly cultivated intellect, sensibilities keenly alive to all impressions, and a will trained always to respect and obey the voice of conscience. Certainly no man was ever more thoroughly equipped to bear great responsibilities or successfully contend with tyranny and despotism. But how did he use this splendid array of talent?

The premonitory growl of the

civil war reached Milton in Italy. Praised and feted by scholars, poets, and state dignitaries, his travels everywhere were simply triumphal marches. A thousand personal considerations urged him to pass unheeded his country's need. But the cry of liberty, writhing in the toils of tyranny, thrilled Milton's soul like the blast of a bugle. Turning his back upon all allurements of pleasure or profit he threw himself with impetuous energy into the great conflict. Freedom of speech and of the press had been violated. Property holders had been robbed by royal order, and men compelled to worship God according to the dictates of the King, instead of conscience. All these abuses drew down in turn the terrible blows of Milton's logic and sarcasm. From his return to England to the restoration of the Stuarts, he fairly lived in the midst of battle. Again and again deceived, outraged, and robbed by their perjured king, the people felt no security until his royal head rolled from the headsman's block. Yet this only multiplied their difficulties. The blow which cut short the career of Charles the First, jarred royal Europe like an earthquake. The Czar of Russia chased the English envoy from his court. The French Minister left England, and all conspired against a people who had dared to bring a king to justice. Rumors impeaching the Puritans, and a book extolling the so-called

royal martyr, were scattered broadcast throughout England. At the right moment Salmasius was hired to defend the rights of kings and fasten upon the executioners of Charles the stigma of regicides.

All these agencies were well calculated to stir up hatred and opposition, and had no refutation been offered, the days of Cromwell and the protectorate might have been quickly numbered. Only one arm in all England was able to avert the danger. But that arm was ready to strike. It mattered not to Milton that the terrible loss of eye-sight must be the result. His country's honor was in danger. Liberty, justice, and truth shamefully insulted and slandered, and what was eye-sight to him? Strike he ought and strike he would, though eye-sight and life as well should pay the penalty. And Green says, "The restoration found him of all living men the most hateful to royalists; for his defence of the English people justified throughout Europe the execution of the King."

He had grandly accomplished his great task. But he was blind. His physician's warning was not unfounded. The terrible strain on already weakened eyes completed the ruin, and the scholar's most precious treasure was laid on the altar of his country's good. But though blind his work was by no means done, for he continued in the discharge of official duties until the

return of the monarch drove him into retirement.

We have already considered magnanimity as an element of Milton's character. We have already seen it manifested in his devotion to duty. But nowhere is this grand quality so grandly displayed as in the last few years of his life. On the return of Charles II., barely escaping with his life, Milton saw his books burned by the common hangman, and himself in disgrace. His friends were scattered or murdered. Liberty, justice, chastity, truth, everything for which he had labored and suffered, seemed buried in eternal ruin. Poor, blind, sick, disappointed in all his best hopes, he found himself surrounded by a crowd of filthy revellers, "bloated with wine," hardened by crimes, staggering in obscene debaucheries, "half human, half bestial," like the rabble of Comus. In the midst of these he was compelled to sit, to be grinned at, chattered at, and jeered at by the whole infernal rout. If ever bitterness and despair could be justified, it would have been justified in John Milton. But here is his greatest triumph. Neither blindness, sickness, disappointment, nor abuse had power to disturb his "serene and majestic calm." "Serious, perhaps stern in temper, no power could render him sullen or fretful." Deprived of eye-sight, he yet revelled in the midst of entrancing views. While the rabble hissed and shouted he withdrew to a world

of his own building, peopled by the children of his own imagination. While the loathsome herd wallowed in the gutters of moral and intellectual miasma, John Milton called around him "sages, heroes, prophets, and apostles;" listened to the mythology and wisdom of Greece, Rome, and Palestine, and rejoiced in the sunlight of celestial truth. From this super-mundane world came forth *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*, the crowning glory of his life-work; the fit consummation of a noble existence.

A stranger, standing under the majestic dome of St. Paul's, awe-struck by the massive architecture and splendid appointments of the huge edifice, inquired for the monument of its designer. The simple answer was, "Look around you. He who planned this structure needs no other monument." Does any one desire memorials of John Milton's genius? Look around you. Long before our Declaration of Independence he declared that all men were created equal, and the very principles for which he fought are the boast and pride of the American Union. England, freed from bondage, and America, the land of the free, can repeat with equal pride the burning words of Macaulay: "John Milton, poet, statesman, philosopher; the glory of English literature, the champion of English liberty."

MAY.

BLUE was the sky as e'er of old,
The green fields all agleam with gold,
Filled was the air with sweets long told;
"May" was the robin's song so bold.

"We may," and lilies swayed to bloom;
"We may; the sun has chased the gloom,
The frost is fled, there's light and room;
We rise all glad from out our tomb."

Over the moor to mountain's crest,
"We may," was echoed from each breast;
And flower-eyes oped, the spring to test,
With life and love anew confessed.

"You may," the sunbeams showered down;
"You may," the April cloudlets frown;
"You may," sang birds o'er vale and town,
"We tire of gray, and white, and brown."

"You may put on your fairest green,
And shake the shimmering light between,
Make this the brightest spring e'er seen;
You understand the signs, I ween."

So maples shook their tassels bright,
And elm-boughs swayed their fringes light;
And every blossom, blue, red, white,
In languid beauty rose to sight.

Spring's breath has touched the farthest rills,
And sent them bounding down the hills;
Sight, sense, and sound such music fills
As quickens life, and strengthens wills.

And so, the spring is fairly on,
The spring of nature's soul is drawn;
Be winter's shackles from us torn,
Like late frosts from the sunny morn.

EDITORS' PORTFOLIO.

TYPES OF STUDENT CHARACTER.

AMONG college students, as among men of the world, there is a great diversity of character. But owing to more intimate association, student life presents much greater opportunities for the study of human nature. And this is one of the greatest advantages of a college course, viz., the opportunity given the student to study the characters of those equal in age and position. There, by comparison, unless too blinded, he can judge of himself, curb his evil propensities, and cultivate his good qualities. Let us observe some of these eccentrics.

Doubtless the "dig" has received as much criticism as any character. His sole ambition is the accomplishment of his routine work; by grinding and hard labor he seeks the position which the more gifted attain through natural ability. He scarcely thinks of attempting any reading outside of his lessons, or of heeding the necessities of social culture. Rank is often his great incentive, and for this he strives—not for true culture and improvement. His energies are wasted, his thought cramped; and still he grinds away, to the neglect of exercise, health, and prosperity. He breaks down the very foundation of success in

life. His class standing may be high, but he knows nothing outside of his books. He never indulges in the pleasures of college life and the association of his fellow-students. The knowledge of bare facts, dug from moth-eaten books, is his idea of an education. Such are not the men who in after life do credit to their *Alma Mater* and benefit themselves and their fellow-men.

Another class includes the popular fellow. He is one of that sort who are always ready for a good time. He must be everywhere, say everything, and do everything except college work. He is ever social, and for the sake of popularity will attempt anything. He is always full of talk and gossip, and never fails to converse without saying anything. Pleasant ever, he spends his time in making his friends feel it; in fact, he is altogether too good.

The wire-pullers are another class. They have a wonderful faculty of making every occasion suit their purpose. They are cordial and treat you with greatest regard, merry, or sedate, just as circumstances demand. Flattery is one of their most useful tools. If they wish you to join their society they will anticipate favors that you might ask. They perfectly understand the

arts of feigning and dissimulation, and, in fact, are generally despicable.

Another class are the boors. They are fortunately confined, in most cases, to the lower classes, and after considerable developing are endurable. But their very obtuseness blinds them to their own greenness; and until the developing process is well advanced, they seem particularly anxious to display their defects, not having sense enough to conceal them by silence. Awkwardly they belch forth their crude ideas, apparently thinking that he who makes the most noise is worthiest of distinction.

The grumblers form another class. They are never content, however favorable things are. They would hardly be satisfied if they could have their own way about everything. They find fault with their class, and its officers. The various college associations are in their view managed every way but rightly. They chide the managers of the college magazine; in fact, nothing can suit them. Their opinion is to them the only correct one, and they are provoked if others do not think so. Doubtless the world needs a few such characters to bring into notice faults and needed changes, but one hardly wants to make such his bosom friends.

The men of cheek are another set. If they accomplish anything it is cheek that does it; nothing is too bold, nothing impossible to them.

One should surely have self-respect, but an unbounded conceit is unendurable. To be sure, an abundance of self-confidence is often advantageous in first placing one in high position; but unless there is some foundation, he will soon fall farther below his level than his cheek places him above it. The college course, however, is so short that many a one, as it were, sails through without being discovered. But we prefer to be free from him who makes cheek his ruling principle of life.

The ideal student we will not attempt to picture; his qualities are everywhere approved and wherever he goes he is respectful and respected. No one complains of his selfishness; all are glad to meet him and make him a friend, but usually his intimate acquaintances are few and choice. It would indeed require the skill of a Raphael or Angelo to conceive of a model student.

NOTES.

The issue of the June number of the *STUDENT* will be delayed until after Commencement, in order that we may give to our subscribers a full report of the various exercises. Students leaving town before that time, and wishing their *STUDENT* sent to them, will please leave their names and address with the Business Manager.

The College has recently received quite a valuable addition to its

department of Natural History,—about two hundred specimens of birds and reptiles, together with several small animals; also about seventy-five specimens of minerals. They were collected and prepared principally by J. A. Whitman, formerly of Auburn, Me., but now of Beaufort, S. C. Among the many valuable specimens, we might mention an alligator of nearly full-grown size, an opossum, an albino gray squirrel, a black squirrel, and a fine specimen of wild turkey; also, a case of small birds, marked for the brilliancy of their plumage. With this addition our department of Ornithology is quite complete.

We hope to see a large number of the Alumni at Lewiston on Commencement week. You all have an interest in the growth and prosperity of your *Alma Mater*, and we think that you can well express your regard by visiting her while she celebrates her anniversary exercises. Graduates have frequently told us that the four years spent in college were the happiest years of their lives; therefore it cannot do otherwise than afford you pleasure to rest a while from your various employments and visit again the scenes of your student life, which always awaken pleasing reminiscences.

The programme for Commencement exercises, which is found in another column, it will be seen, is very attractive, even more so than

in previous years. The concert will undoubtedly be the most brilliant one ever given in Lewiston. Miss Cary needs no commendation, for her success here the last two years insures her a full house among the music lovers of Lewiston and Auburn. The other eminent artists will add much to the attractiveness of the programme.

The oration before the literary societies will be delivered by Wendell Phillips, and many who never, as yet, have had the pleasure of listening to the "silver-tongued orator," will thus have an opportunity to do so. As we said before, we hope to see a large number of the Alumni present, and we vouchsafe to you ample returns for any sacrifice which you may make in this direction.

It may not be improper at this time that a few words should be said concerning the aim and policy of the STUDENT; especially, since several local criticisms have come to us from rather unexpected sources. While we were living in fond security and congratulating ourselves upon the many favorable criticisms which we have received from the college press, behold, a storm burst upon us from another quarter and disturbed (?) our editorial equilibrium somewhat. In regard to this and a few other things we wish to speak. Let it be understood that we shall endeavor to make the STUDENT distinctively a college

paper in which to discuss college topics, while at the same time giving considerable space for articles of literary merit. And it shall be our aim to discuss these subjects and urge reforms, when they are necessary, in a manly and courteous style. It is not within our province to create college sentiment; we cannot do it; we can only be its index, and nothing yet has appeared in our columns that does not echo the sentiment of a majority connected with the College. Never shall we intend wrongfully to wound with shaft of pen the feelings of a single individual. Under all circumstances shall the magazine subserve the best interests of the College, and sustain the Faculty in all wise measures of government.

We shall endeavor to give with each issue all the College news which will be of interest to our readers, and faithfully present the workings of our institution. Its excellences we shall praise, and we shall not consider it our duty to conceal its defects, but bring them into notice that they may be remedied.

We have been criticised for not giving more space to the discussion of "living questions," "questions of vital interest," that "have a practical bearing." Now we editors had fondly persuaded ourselves that our pens had done considerable work in the editorial line, besides furnishing several articles for the literary de-

partment. And when this amount of work, together with the regular College studies, must be accomplished by two editors, they find very little time to manufacture new ideas upon the leading topics connected with the college world. In the matter of editing a college paper, as in many other things, nearly every one thinks that he could do the job better than the ones having it in hand. And if those who are so free with their criticisms would use part of the time thus spent, in writing up an article for the literary department, or in discussing, themselves, some question of "living interest," they would find an increased interest in the *STUDENT*, as would our readers at large; besides, they would greatly relieve the editors, who are now robbed of their time by piecemeal, and forced to do their work in a somewhat imperfect manner. We shall be careful that nothing appears in the *STUDENT* which need disturb the tranquillity of any one; a good joke, however, we shall take the liberty to publish, and those who are sensitive on this point should be careful how they display their eccentricities, for "There's one among ye taking notes," etc.

The evening of May 23d was the occasion of a very pleasant surprise party, given by the class of '78, Bates College, to Prof. Angell. While the Professor was attending a meeting at the College, in the

early part of the evening, the members of the class, accompanied by ladies, assembled at his home, and on his return took him completely by surprise. The Professor at once comprehending the situation was at his ease, and proceeded to entertain the company with interesting anecdotes of his foreign travels, and by exhibiting his pictures, of which he has a very fine collection. An hour was spent in this manner, when the Professor was invited forward and J. W. Hutchins, in behalf of the class, presented him with an elegant study chair, having the number '78 worked upon it; at the same time alluding to the very pleasant relations which have always existed between the Professor and the class. An appropriate and feeling response was made by the Professor, after which the quartetté sang several pieces, one of them an especial favorite of the Professor and his classmates when at Brown University. The company then partook of a bountiful repast which had been prepared with especial care, showing that the surprise to the family had not been so complete. A social time followed, when, at a late hour, the party withdrew. This occasion will be looked upon by the class as one of the pleasantest in their college course.

The Polymnian Society held a public meeting at the College Chapel, on Monday evening, May 7th. The President of the Society, Mr. O. B.

Clason, '77, presided. The following was the programme of the evening:

MUSIC.

PRAYER.

Reading of Records.

Declamation,

C. F. Peaslee.

DISCUSSION.

Resolved, That Suffrage, in the United States, should now be restricted to persons having a Common School Education.

AFF.

B. T. Hathaway,
C. E. Brockway.

NEG.

A. L. Lumbert,
G. H. Wyman.

MUSIC.

Oration,

E. H. Besse.

Paper,

{ J. W. Hutchins,
E. W. Given.

MUSIC.

Business.

The declamation was well delivered and showed careful preparation on the part of the speaker.

The discussion was spirited and very interesting, each of the disputants acquitting himself with honor.

The oration by Mr. Besse, on John Milton, was really a masterly production. The character of England's great poet and patriot was clearly and ably set forth from his writings. The effort fully merited the praise given it by an appreciative audience.

The paper was spicy and well read; it contained several "student maxims," worthy of general adoption. Music was furnished by the Junior Quartette, and added considerably to the interest of the exercises.

This is the first public that has been given by either of the societies for several years, and it is hoped that the interest now awakened will continue, and that in the future each society will hold at least one public meeting every term.

The annual prize declamations of the Sophomore class occurred at Main Street Free Baptist Church on the evenings of May 11th and 25th. The programme for each division is given below:

First Division.

MUSIC.
PRAYER.
MUSIC.

1. Work. Carlyle. E. A. McCollister.
2. Centennial Oration. Anon. *T. J. Bollin.
3. Old South Church. Wendell Phillips. E. M. Briggs.

MUSIC.

4. Extract from Webster. F. L. Buker.
5. The Sleeping Sentinel. Janvier. T. M. Lombard.
6. Virginius to the Roman Army. Kellogg. M. C. Smart.

MUSIC.

7. Evil Beast. Talmage. W. E. Lane.
8. Limit to Human Dominion. Swain. L. M. Sessions.
9. Nationality. Choate. Fletcher Howard.

MUSIC.
DECISION OF COMMITTEE.
BENEDICTION.

* Excused.

Second Division.

MUSIC.
PRAYER.
MUSIC.

1. The Polish Boy. Ann S. Stephens. G. N. Howard.
2. The Slave Trade. Webster. A. E. Tuttle.
3. Centennial Oration. Baker. G. W. Way.

MUSIC.

4. Unjust National Acquisitions. Corwin. W. E. Ranger.
5. Evil Beast. Talmage. W. E. Lane.
6. The Black Horse and His Rider. Sheppard. E. W. GIVEN.

MUSIC.

7. Nationality. Choate. Fletcher Howard.
8. The Duty of the American Scholar. Curtis. S. C. Mosely.
9. Virginia and Massachusetts. McDowell. F. P. Otis.

MUSIC.
DECISION OF COMMITTEE.
BENEDICTION.

The exercises on each evening were creditable to the class. Howard and Lane were selected from the First Division to participate in the Second. The prize was finally awarded to Fletcher Howard, with honorable mention of Ranger.

The First Division substituted vocal music for the customary instrumental, thus affording a very agreeable change. Gilbert's Orchestra furnished music for the Second Division.

The programme for the annual Commencement exercises of Bates College is as follows:

Friday P.M., June 22—Examination of Junior class.

Saturday A.M., June 23—Examination of Sophomore class; afternoon, examination of Freshman class. Examining Committee, Rev W. H. Bowen, D.D., Rev. G. S. Dickerman, G. B. Files, A.M.

Examination of the Theological School, forenoon and afternoon, June 23. Examining Committee, Rev. J. L. Phillips, Rev. W. H. Bowen, D.D., Rev. A. Given.

Sunday forenoon, June 24—Baccalaureate exercises in Main Street Free Baptist Church. Sermon by the President. Sunday evening, at 7.30 o'clock, annual sermon before the Theological School, by Rev. J. L. Phillips, returned missionary from India.

Monday evening, June 25—Original declamations by members of the

Junior class, at Free Baptist Church.

Tuesday, June 26—At 8 A.M., annual meeting of the Corporation. Afternoon, at 2.30, Anniversary of the Theological School at Free Baptist Church. Tuesday evening, Concert at City Hall, under the direction of the Senior Class, by Miss Annie Louise Cary, Contralto; Miss Lillian B. Norton, Soprano; Mr. W. H. Fessenden, Tenor; Mr. M. W. Whitney, Basso; and the Boston Philharmonic Club. Tuesday, at 9 A.M., Examination for Admission to College.

Wednesday—Commencement Day; Charles Clark, Marshal. Exercises at City Hall, to open at 10 A.M. Wednesday evening at City Hall, Oration before the united Literary Societies, by Wendell Phillips.

Thursday, 10 A.M.—Oration and Poem before the Alumni Association. Orator, G. C. Emery of Boston; Poet, Miss Mary W. Mitchell of Vassar College. Thursday evening, Class Day exercises at City Hall.

Friday evening—President Cheney will give a reception to the graduating class and their friends.

BASE-BALL.

We have every reason to feel proud of our base-ball nine; never has our College, or even the State, been able to boast of so successful a team. Wherever they have played they have shown themselves gentlemen as well as excellent ball-players. This season we think has made it

manifest that Bates, without intrigue, so much indulged in by some, can win her victories. Others may make more talk and pretensions, but braying is not always a sign of merit. We hope the present interest in base-ball will not abate. Under-classmen should continually be practicing up to take the positions left by those graduating. And now our nine has been so successful, we hope they will try their strength with clubs out of the State as well as in. The Bowdoin nine does not seem at all inclined to play us, and other clubs are not very willing. We will report in order the games which our boys have played since our last issue.

Bates vs. Colby.

The Colby University nine, wishing to try its strength with Bates, appeared on the Androscoggin's grounds in Lewiston, May 2d. The day was quite cool, somewhat interfering with fine play. During the first six innings neither nine scored, but in the seventh the Bates did some very heavy batting, demoralized the Colbys, and run in seven men. In the eighth innings they made two more scores. Throughout it was evident that the Bates had control of the game; they batted their opponents with ease, while the Colbys hardly drove the ball out of the diamond. Among the noticeable features of the game were the catching of five fly balls by the Colby center fielder; the cutting off

of four men at the home plate by the Bates; the fine pitching and catching of Oakes and Record. We append the score:

BATES.							
	A.B.	R.	1B.	T.B.	P.O.	A.	E.
Clason, 2d b.	5	1	0	4	3	3	1
Lombard, 3d b.	5	1	1	4	1	1	2
Oakes, p.	4	0	3	8	1	9	1
Noble, l. f.	4	1	0	5	0	0	0
Record, c.	4	2	1	8	8	2	1
Burr, s. s.	4	1	1	4	1	0	1
Potter, c. f.	4	2	0	8	0	0	0
Clason, 1st b.	4	1	2	6	13	3	0
Hoyt, r. f.	4	0	1	3	0	0	0
Total	38	9	9	50	27	18	6

COLBY.							
	A.B.	R.	1B.	T.B.	P.O.	A.	E.
Bosworth, p.	4	0	0	0	1	3	0
Gibbs, 1st b.	3	0	0	3	11	2	0
Merriam, 2d b.	4	0	0	0	3	3	4
Perkins, c.	3	0	0	3	2	2	4
Barker, c. f.	3	0	3	5	5	0	0
Drummond, 3d b.	3	0	1	2	2	2	3
L. M. Perkins, s.s.	4	0	0	0	1	1	0
Mathews, r. f.	3	0	0	0	1	0	0
Patten, l. f.	3	0	1	0	1	0	0
Total	30	0	5	13	27	13	11
Innings	1	2	3	4	5	6	7
Bates	0	0	0	0	0	7	2
Colby	0	0	0	0	0	0	0

Two-base hits: Bates—Record, 1; Burr, 1. Struck out—Bates, 3; Colby, 5. Umpire—G. Wilson of Lewiston. Scorers—Bates, Briggs, '78; Colby, Brownson, '77.

Bates vs. Dirigo.

This game was played in Portland, May 19th, on Presumpscot Park. As the Dirigos had quite a reputation, our boys expected a hard battle, and were somewhat disappointed in gaining so easy a victory. The Dirigos are very pretty players, but were no match for Bates that day. After the fifth innings, in order to hasten the completion of the game and reach the train, the Bates sold out as easily as they

could, not attempting to run; on the ninth innings they did not strike at all, simply put out the D.'s and then left the field. During the six innings in which our boys batted they made eight base hits, while their opponents made but four in nine innings. The fielding on both sides was good. Bates, however, excelled, making but three errors, and those were quite excusable. Oakes gave the D.'s one base on called balls, while Driscall gave four. The Dirigos struck but one fly ball to the field, and that was captured by Potter. In the fifth innings Record struck a line ball over the center fielder's head. P. R. Clason stopped two successive grounders very prettily. Lombard caught a hot line ball in the sixth. Throughout the Bates playing was almost faultless. Below is the score:

BATES.							
	A.B.	R.	1B.	T.B.	P.O.	A.	E.
Clason, 2d b.	5	0	2	2	0	2	0
Lombard, 3d b.	4	1	0	4	4	0	1
Oakes, p.	4	1	1	9	1	7	1
Noble, l. f.	4	0	0	3	0	0	0
Record, c.	4	0	2	4	7	4	1
Burr, s. s.	4	1	0	4	0	2	0
Potter, c. f.	4	2	2	8	1	0	0
Clason, 1st b.	4	1	0	7	14	0	0
Sanborn, r. f.	4	1	1	4	0	0	0
Total	37	7	8	45	27	15	3

DIRIGOS.							
	A.B.	R.	1B.	T.B.	P.O.	A.	E.
Campbell, c.	4	0	0	2	5	3	2
Knights, l. f.	4	0	1	5	0	0	0
Blades, c. f.	4	0	0	0	2	0	0
McGlinchey, 3d b.	4	1	0	4	0	1	2
Lynch, r. f.	3	0	0	0	1	0	0
Corridan, 1st b.	3	0	2	2	10	4	1
Mahany, s. s.	4	0	0	0	4	2	1
Dooley, 2d b.	3	0	1	1	2	3	0
Driscall, p.	3	0	0	0	0	1	2
Total	32	1	4	14	24	14	8

Innings.....	1	2	3	4	5	6	7	8	9
Bates.....	1	3	2	0	1	0	0	0	0-7
Dirigos.....	0	0	0	1	0	0	0	0	0-1

Struck out—Bates, 4; Dirigos, 8. Time of game—1 hour 45 minutes. Umpire—James F. Day of Portland. Scorers—Bates, F. H. Briggs; Dirigos, Mr. Green.

Bates vs. Colby.

Saturday, May 26th, our nine went to Waterville to play a return game with the Colbys. The result was much like the previous one in Lewiston. While Bates batted and fielded with greatest ease, Colby with difficulty could do either. The C.'s succeeded in choking their opponents one innings only, while the B.'s choked every innings but one. And the man who made the single score was fairly put out on second by a throw from Record, as the Colbys acknowledge, but the umpire did not see it. C.'s pitcher gave five bases on called balls; Bates, none. In the second innings Oakes caught two balls from the bat, one a very swift liner. In the fourth innings Record struck a long line ball far beyond the left fielder, which stopped, however, as soon as it struck the ground. The following is the score:

	BATES.							
	A.B.	R.	1B.	T.B.	P.O.	A.	E.	
Clason, 2d b.	6	2	2	8	1	3	0	
Lombard, 3d b.	6	2	3	11	1	2	2	
Oakes, p.	6	1	1	9	2	5	0	
Noble, l. f.	5	1	1	4	0	0	0	
Record, c.	5	2	1	8	11	0	3	
Burr, s. s.	5	1	1	7	1	3	1	
Potter, c. f.	5	1	4	13	0	0	0	
Clason, 1st b.	6	0	0	0	9	0	0	
Sanborn, r. f.	5	4	3	18	2	0	0	
Total	49	14	16	78	27	13	6	

	COLBY.						
	A.B.	R.	1B.	T.B.	P.O.	A.	E.
Bosworth, p. & l.f.	4	0	0	0	1	6	2
Gibbs, 1st b. & c.	4	0	0	0	8	0	8
Merriam, 2d b.	4	0	0	0	1	3	2
Perkins, c. & c. f.	4	1	2	7	5	2	4
Barker, c. f. & 1st b.	4	0	0	0	5	0	1
Drummond, 3d b.	3	0	1	1	2	1	1
L. M. Perkins, s. s.	4	0	1	1	1	1	0
Mathews, r. f.	3	0	0	6	2	0	1
Patten, l. f. & p.	3	0	1	1	2	0	0
Total	33	1	5	16	27	13	19

Innings.....	1	2	3	4	5	6	7	8	9
Bates	4	2	2	1	1	0	2	2	1-14
Colby	0	0	0	0	0	0	1	0	0-1

Two-base hits: Bates—Noble, 1; Record, 1. Colby—Perkins, 1. Struck out—Bates, 4; Colby, 4. Time of game—2 hours 10 minutes. Umpire—Ned Lord of Colby, '77. Scorers—Bates, Briggs, '78; Colby, Brownson, '77.

Bates vs. Dirigos.

This game was played on the Androscoggin's grounds, Lewiston, May 30. Both nines being so well known, a very large number assembled to witness the game, which was called at 2.55 o'clock P.M., with our boys at the bat. From the first innings the Bates led, and the game, though long and tiresome, was in their hands. Both Record and Campbell received slight injuries while catching, but their fine playing did not seem affected by it. Six of the Dirigos made three desperate efforts to hit Oakes's pitching but found the ball lodged in Record's hands. In the sixth innings Record caught two pretty tip fouls; in the seventh P. R. Clason finely fielded a grounder to first, and Noble captured a very difficult fly ball. The following is the score:

	BATES.					
	A.B.	R.	1B.	T.B.	P.O.	A. E.
Clason, 2d b.	5	1	0	4	2	3 1
Lombard, 3d b.	5	2	1	8	0	0 1
Oakes, p.	5	0	2	9	2	6 1
Noble, l. f.	6	0	1	3	1	0 1
Record, c.	4	1	0	4	10	3 1
Burr, s. s.	5	2	2	11	1	2 1
Potter, c. f.	5	2	2	11	2	0 0
Clason, 1st b.	4	0	1	3	9	2 1
Sanborn, r. f.	4	0	1	3	0	0 0
Total	43	8	10	56	27	16 7

	DIRIGOS.					
	A.B.	R.	1B.	T.B.	P.O.	A. E.
Campbell, c.	4	0	0	0	7	1 2
Blades, c. f.	3	0	0	0	1	0 2
Knights, l. f.	4	1	0	4	1	0 0
McGlinchy, 3d b.	4	0	1	2	4	0 1
Lynch, r. f.	4	0	0	3	0	0 2
Corridan, 1st b.	4	1	1	6	12	2 1
Mahany, s. s.	4	0	1	2	0	2 2
Dooley, 2d b.	3	0	0	0	0	4 1
Driscoll, p.	3	1	0	5	2	5 4
Total	33	3	3	22	27	14 15

Innings	1	2	3	4	5	6	7	8	9
Bates	5	0	0	0	1	0	1	1	0—8
Dirigos	0	1	0	0	0	2	0	0	0—3

Struck out—Bates, 4; Dirigos, 7. Time of game, 2 hours 20 minutes. Umpire, G. Wilson of Lewiston. Scorers—Bates, F. H. Briggs; Dirigos, J. H. Bradley.

EXCHANGES.

Our exchange column is necessarily limited for this number.

We express our thanks for the copy of the *Boston University Year Book* lately received. This institution, although so young, has flattering prospects. It contains colleges of Liberal Arts, Music, and Agriculture; also schools of Theology, Law, Medicine, Oratory, and Science. The whole number of students is 665. The officers of instruction number 99.

We have received the *College Echo* from the College of the City of New York. Although young it takes its

rank high among college journals. Its articles are all well written, and its managers seem endeavoring to make it first-class in mechanical make-up, as well as literary merit.

PERSONALS.

'67.—W. S. Stockbridge is Principal of Lapham Institute, North Scituate, R. I.

'69.—Miss M. W. Mitchell, Professor in Vassar College, is to deliver the Poem at the annual meeting of the Alumni Association on Commencement week.

'69.—Dr. C. A. Mooers of Lawrence, Mass., has recovered from his recent illness, and resumed the practice of his profession.

'70.—W. E. C. Rich is teaching in the Grammar School, South Boston, Mass.

'74.—F. T. Crommett has resigned his position as teacher at South Paris, Me., and is about to enter the Harvard Law School.

'74.—J. F. Keene is soon to sail from Portland on a six-months' voyage to South America.

'75.—A. M. Spear has recently resigned his position as Principal of North Anson Academy, which he has successfully filled for two years, and has entered the Law Office of Hutchinson, Savage & Sanborn, of this city.

'76.—E. R. Goodwin has been elected Principal of Yarmouth Academy, Yarmouth, Me. We received a call from him recently.

ODDS AND ENDS.

"Nuf ced."

Prof. Burrell hasn't appeared yet.

A Freshman thinks that Ed. Student has a good many letters.

Conundrum: What is a "precautionary measure?" The leaving of canes down town.

The east end of Parker Hall is highly favored with musical instruments and good performers, too, judging from the "music in the air," which can be heard at almost any hour of the day.

A Junior thus answers two questions at once. Prof. (discussing the advantages of the metric system)—"If you should ask a boy how much the common quart of water weighs, what would he say?" Junior—"I don't know."

An economical Fresh, who wished to treat his classmates, was endeavoring to obtain a quantity from the soda fountain at reduced price, when at last the dealer, in disgust, said: "There, I'll give you this glass if you will leave this store and never enter it again."

Two Freshmen were discussing the Rev. Joseph Cook. One thought his marvelous success was owing to the superior educational advantages which he had enjoyed; the other, noted for his cheek,

thought it was his self-confidence which had made him such a power, remarking: "If I had more confidence in myself I could do a great deal more."

Two Juniors, who were having a little sport at the base of Mount David, in the way of a friendly squabble, were espied by one of our well-to-do citizens. He, mistaking them for a couple of intoxicated Hibernians, left his team and hastened to the supposed scene of mortal combat. Imagine his discomfiture when he comprehended the situation. It is safe to say that he will never consider it his duty to meddle with the sport of college boys hereafter.

Five or six Sophomores passing by the cabinet room just before recitation, stepped in to look at the specimens, when a considerate classmate turned the key upon them. One of their number, somewhat heathenish in his religious tendencies, bowed down before a Pagan Idol (presented to the College by some Foreign Missionary), and besought deliverance. At the close of the recitation they were released in not a particularly amiable state of mind. They concluded, however, to consider it a joke, as they evaded that hour's recitation.

COLLEGE ITEMS.

Croquet is nearly as popular as base-ball.

The usual Senior vacation began May 30th.

There are fifty-five female students at Cornell.

The Sophs who elect French are now reading Cinna.

Oberlin has changed its long vacation from winter to summer.

The Juniors in German are reading Schiller's Maid of Orleans.

The class pictures of the Dartmouth Seniors cost them \$3000.

Amherst has purchased a new base-ball field at a cost of \$1,250.

Wellesley added over three thousand volumes to its library last year.

The Laws of the College are being revised, preparatory to publication.

One division of the Freshman class at Amherst recites in Latin at 6.30 A.M.

The Seniors are circulating auto-graph albums and photographs in abundance.

Baccalaureate, the opening exercises of Commencement Week, occur June 24th.

Dartmouth's Gymnasium cost \$22,000, and is said to be the finest in New England.

The Senior class of Cornell have chosen a lady essayist for the Class Day exercises.

Sixty of the seventy-two students at Andover Theological Seminary are college graduates.

Class Day poet at Boston University is a woman, as is also another of the Class Day officers.

A Yale Senior is worth \$9,000,000, and intends to study law to qualify himself to manage his estate.

At Cornell, Juniors and Seniors who intend to be journalists, are about to receive special instruction in journalism.

Miss Dyer, a graduate of the Boston School of Oratory, is giving lessons in elocution to a number of college students.

The Juniors at Colby have voted to have an "Ivy Day" at the close of the year, and have elected officers for the occasion.

Owing to the loss of a letter, the Harvard-Bates base-ball game was not played May 12th. We hope to arrange a game with them for the latter part of June.

Vassar College is to have a thousand-dollar elevator. The girls have almost worn the banisters out sliding down, so the Faculty think it will be cheaper to provide an elevator.

The Juniors have completed their study of Zoölogy, and are now taking Chemistry under Prof. Stanley and Botany under Prof. Hayes.

The second game of chess between Bates and Colby is not yet finished, so of course not won by Colby, as stated in some papers.

Bright college boys: Everett graduated at 17 years; Webster at 15; Story at 20; Channing at 18; Longfellow at 18; Emerson at 18.

Persons out of the city, desiring tickets for Commencement Concert, can obtain them by addressing O. B. Clason, Bates College, Lewiston, Me.

A new plank side-walk has been laid on Skinner street from College street to the Theological Seminary, to the joy of the Theologues.

For the benefit of candidates for admission to Amherst, who live in the West, Examination Boards are to be appointed in Cincinnati and Chicago.

The young ladies at Wellesley College have organized a base-ball club. The uniform is to be of blue knickerbocker and red stockings (not barber-poled).

The college campus is now beginning to show its beauty, and could we have those sand-bars repaired and some other necessary work done, we might well feel proud of it.

Wendell Phillips is to deliver the Oration before the Literary Societies, on Wednesday evening of

Commencement Week. He has chosen for his subject, "Charles Sumner."

Arrangements are being made to connect, by telegraph, the Amherst Observatory, which is to be the center of observations on the transit of Mercury next year, with the National Observatory at Washington.

Prof. S. S. Bloch gave a reading in the College Chapel, Monday evening, May 28th. It was attended by many of the students and quite a large number from the city. His humorous selections were especially well rendered.

The Seniors, accompanied by Prof. Stanley, recently went on a geological excursion. They visited Minot and vicinity, obtaining some very fine specimens. They also had opportunity to examine the collection of Mr. Bearce, which is one of the finest private collections in the State.

Tabular view of New England's undergraduates, for this spring, taken from the *New York World*:

	Senior.	Junior.	Soph.	Fresh.	Total.
Harvard, 1836.....	200	178	229	243	850
Yale, 1700.....	173	193	223	163	752
Dartmouth, 1709.....	82	95	91	79	347
Amherst, 1821.....	79	86	80	75	320
Brown, 1764.....	57	64	59	70	250
Williams, 1793.....	41	50	44	56	191
Wesleyan, 1831.....	31	38	60	55	184
Bowdoin, 1802.....	43	25	24	49	141
Mass. Inst. Tech., 1861.	33	23	42	36	134
Bates, 1863.....	19	24	24	47	114
Colby, 1810.....	17	24	30	38	109
Boston Univ., 1873.....	32	21	26	26	105
Trinity, 1823.....	23	21	22	37	101
Vermont Univ., 1791..	18	19	22	33	92
Maine Agricul., 1868..	16	17	36	22	91
Holy Cross, 1843.....	13	18	29	29	89
Tufts, 1854.....	17	19	27	26	89
Mass. Agricul., 1867..	12	17	16	36	80
Boston College, 1864..	10	11	19	20	60
Middlebury, 1800.....	13	14	9	17	53
Norwich, 1834.....	4	4	6	13	27
Total.....	931	961	1,111	1,170	4,170

CLIPPINGS.

Why is mathematics a good drill?
Because it is a bore.

Prof. to Prep.-Latin Student—
“Conjugate *fleo*.” “*Fleo, bugere, lousi, chinctum.*”

Tutor in Mechanics—“What is time?” Soph—“I don’t—why, yes; time’s money.”

At Cornell they call the students Pups., short for pupils we suppose; no other definition would possibly be correct.

Young lady to Junior—“Man should not be alone.” Junior—“Correct.” Young lady—“*Therefore he should buy a dog.*”

A Freshman invented a good example of euphemism, when he said: “I’d like to throw my overshoe at that Soph. *with my foot in it.*”

Prof.—“Miss Z., tell me what is that instrument called by which we ascertain musical pitch?” Miss Z. (hesitatingly)—“Pitch-fork.” Audible giggling in the class.

First Soph—“Say! do we have any German exercise to write for to-morrow?” Second Soph.—“No, I guess not.” First Soph.—“Well, there’s one lesson I’ve got then.”

A young preacher writes: “I can sway my audience just as I please—move them to laughter or to sleep—especially the latter when I inflict them longer than fifteen minutes.”

A worldly youth asked his pious neighbor last Sunday, “What do you say when you kneel down on coming into chapel?” “Now I lay me down to sleep,” was the prompt reply.

“May they always live in peace and harmony,” was the way a Yankee marriage notice should have wound up: but the compositor made it read, “May they always live on peas and hominy.”

The Professor in Greek having called forth a burst of applause from his class by some statement of his, remarked that the young gentlemen were “livelier with their feet than with the other end.”

Adam must have felt pretty cheap when he was bounced out of Paradise, rushed out into a cold and heartless world, and having no friends, not a cent in his pocket, and not much pocket to speak of.

An up-town girl sat on her lover’s hat the other night, and kept him three hours over time. The next time that young man goes to see his girl, he should hang his hat on a nail, instead of holding it in his lap.

The *New England Journal of Education* says the following is a *verbatim* copy of a letter recently received by a schoolmaster out West: “Cur, ass, you are a man of no legs, I wish to enter my son

in your skull." (Sir: as you are a man of knowledge, I wish to enter my son in your school.)

"It was pitched without," said a clergyman in church; and a young base-ball player, who had been calmly slumbering, awoke with a start, and yelled "Foul." The first bass came down from the choir and put him out.

It is said that the Vassar girls actually sent an invitation to his Majesty of Brazil to stay till September, when "he could see 700 young ladies simultaneously eating green corn off the cob to slow music."

A Sophomore sneezed. Prof. Q.—"You would better leave the room, Mr. P., if you have to sneeze again." Mr. P.—"All right, Professor, when you give me an example in Calculus I shall need to go out to sneeze."

Scene: College Street. *Dramatis personæ*: Student and Prof. Student—"Professor, have you read Congressman ——'s last speech?" Prof.—"No, I have not." Student—"By thunder, you ought to." Terrific applause in galleries.

Professor enters the doorway and realizes the truth of the cry, which the Juniors, who are following, at once shout forth, "Cow in the recitation room!" "Cow in the recitation room!" Prof. remarks, "Yes, I see. That accounts for the number of calves around the door."

Question for Freshman debate: *Resolved*, That Staymaticalities are surreptitiously injurious to metaphysical susceptibilities, and cause that prevarication of monstrosities preliminarily advantageous to pusillanimous nonconformities.

A Western lawyer who was defending a man on trial for wife-murder, sought for some euphonious and innocent phrase with which to describe his client's crime, and finally said: "He winnowed her into paradise with a fence rail."

Scene in Mechanics: Festive Junior puts his pedal extremities on the seat in front of him. Instructor, *log.*—"Mr. Z——, if it would not be inconveniencing you too much, I would like to be able to see the gentlemen in the back part of the room."

A Professor, a teacher of German, was one day very much disturbed by an unruly benchful of boys. At last, in his despair, he exclaimed, "Dat bench vill leave de room, and vill stay outside." Whereupon the young rascals carried out the bench, left it outside, and blandly returned to other seats. "No, no," cried the Professor, "I do not mean dat. I mean de poys vill go out, and de bench vill return." So the youngsters, to the confusion of the Professor, brought back the bench, and sat on it, as though this was all that could reasonably be expected of them.

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CLASSICAL DEPARTMENT.

TERMS OF ADMISSION.

Candidates for admission to the Freshman Class are examined as follows:—

LATIN: In nine books of Virgil's *Æneid*; six orations of Cicero; the *Catiline* of Sallust; twenty exercises of Arnold's Latin Prose Composition, and in Harkness' Latin Grammar. **GREEK:** In three books of Xenophon's *Anabasis*; two books of Homer's *Iliad*, and in Hadley's Greek Grammar. **MATHEMATICS:** in Loomis' or Greenleaf's Arithmetic, in the first twelve chapters of Loomis' Algebra, and in two books of Geometry. **ENGLISH:** In Mitchell's Ancient Geography, and in Worcester's Ancient History.

All candidates for advanced standing will be examined in the preparatory studies, and also in those previously pursued by the class they propose to enter, or in other studies equivalent to them.

Certificates of regular admission will be required from those who have been members of other Colleges.

The regular examinations for admission to College take place on the second Saturday before Commencement, on Tuesday preceding Commencement, and on Saturday preceding the first day of the Fall Term.

COURSE OF STUDY.

The regular Course of Instruction is that commended by the leading Colleges of the country as eminently adapted to secure liberal culture and a sound classical education.

EXPENSES.

The annual expenses are about \$200. Pecuniary assistance, from the income of thirteen scholarships and various other benefactions, is rendered to those who are unable to meet their expenses otherwise.

Students contemplating the Christian ministry receive assistance every year of the course.

THEOLOGICAL SCHOOL.

This is a department in the College, established by vote of the corporation July 21, 1870. It occupies Nichols Hall, situated about a quarter of a mile from the College buildings, and is in charge of a special Faculty appointed by the College corporation.

Candidates for admission are required to furnish testimonials of good standing in some Christian church, and to give evidence of their duty to prepare for the gospel ministry, certified by the church of which they are members respectively, or by some ordained minister.

Those who are not graduates from College, previous to entering upon the regular course of study, must be prepared for examination in the common English branches, Natural Philosophy, Physiology, Chemistry, Geology, Astronomy, Algebra, and in the Latin and Greek languages.

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The Course of Study comprises three years and as many classes; that is, the first year, or third class; the second year, or second class; the third year, or first class. The classes are so arranged that students can enter the school at any time during the year.

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JUNE, 1877.

No. 6.

THE
BATES STUDENT.

A MONTHLY MAGAZINE,

Published by the Class of '78.

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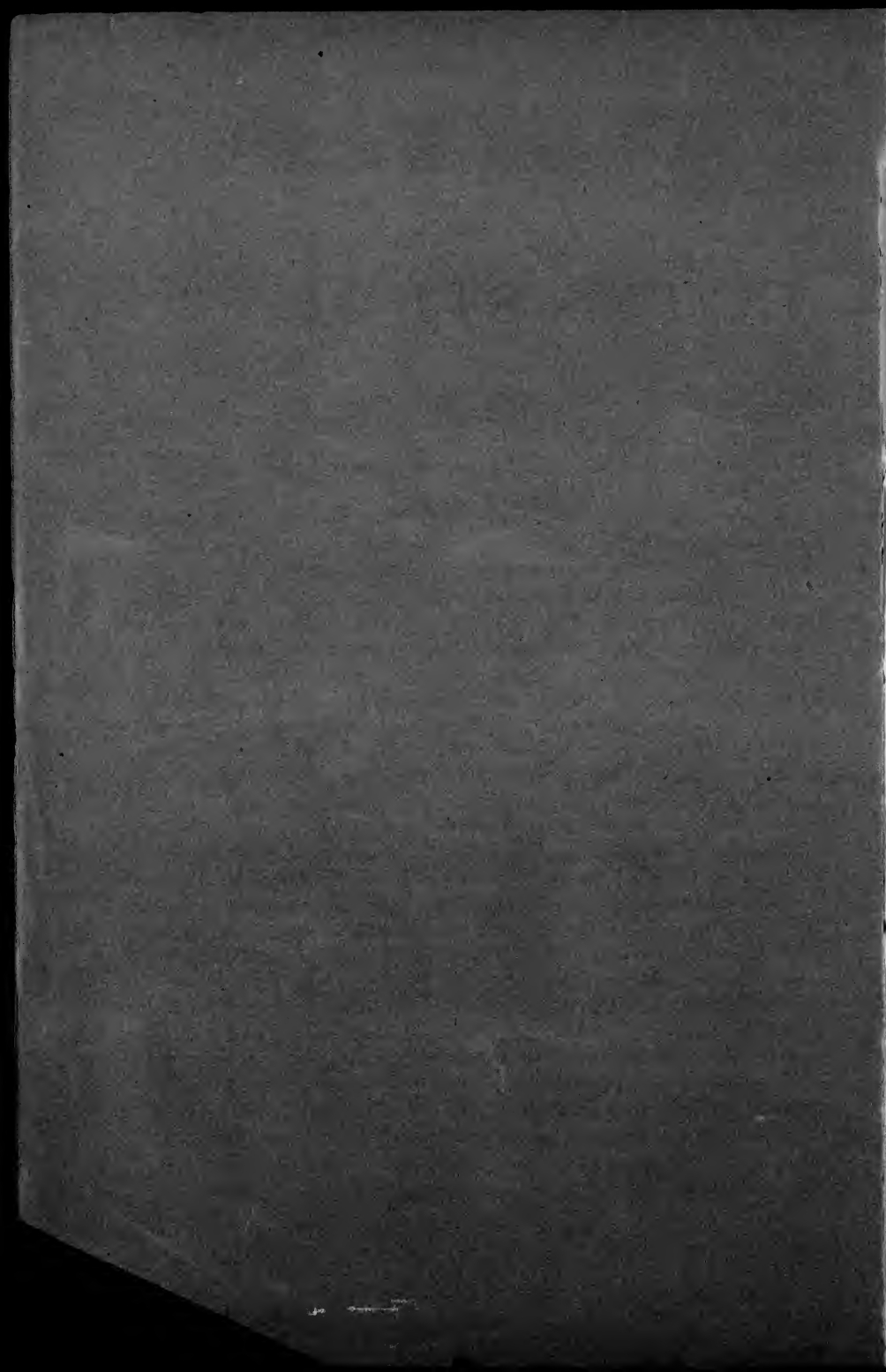
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LEWISTON:

PRINTED AT THE JOURNAL OFFICE.

1877.



THE
BATES STUDENT.

VOL. V.

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NEW ENGLAND'S CONTRIBUTION TO THE HISTORY
OF DOCTRINES.

IN revolting from the hyper-orthodoxy of the German churches and the cold intellectualism of the Rationalists, the school of Schleiermacher and Neander maintained that religion consisted in feeling, and that Christianity was a life. These are half truths. They emphasized the fact that dogma was but a means to an end, but in their depreciation of dogma they overlooked, that feeling rests on the intellect and that Christianity, as a life, must be based on a true conception of Christ. For it is evident that the Christianity based on the Christ of Renan will be different from that grounded and rooted in the Christ of the Gospels. And certain it is that the Christ who is "the Life" is also "the Truth," and that He who is "the Truth" said, "My words shall not pass away."

The mind must systematize and the history of doctrine is the history of man's attempt to apprehend, classify and state the truth of Christ.

What has New England contributed to this history? The churches of New England have shown the influence of church polity on the development of Christian doctrine. These churches, with a Congregational polity recognizing the independence of the local church and the responsibility of the pastor to the church alone, have favored the largest freedom in discussion and tolerated variety of opinions consistent with faith in Christ. Churches whose system of government is not Congregational, elaborated creeds which in many cases became a bar to free investigation. Within fifty years after Luther's revolt from Rome, the Lutheran Church incrustated itself with the Augsburg Confession and Smalkald Articles. The Presbyterian Church regards the Westminster Confession of Faith with a reverence akin to that of the Romanist for the Decrees of the Council of Trent. No such creeds

hamper the inquiring Theologian in Congregational churches. The Bible is the creed of churches with Congregational polity.

The New England churches have also illustrated the bearing of civil government on the development of religious thought. Nowhere else has such prominence been given to the individual as in New England. It is characteristic of the Pilgrim spirit and the kindred spirit of the Cromwellian Revolution. In New England the popular form of government made each individual important in the sight of the law and of himself. The democratic principle gave each man a share in making and executing the laws of the land. This called forth investigation into the nature and limits of government, the duties and rights of the governed. Inevitably this affected the character of Theological thought. Hence the contributions of New England to dogmatic Theology have not been in the domain of Christology but in the department of Anthropology. The nature of man, his relation to the laws and government of God—these were the favorite themes of the American Theologians, and these themes were the outgrowth of an increased attention to the science of government and a better appreciation of man's rights and duties.

The New England churches have also contributed to the establishment of the true principle in the

investigation of theological truth. They early recognized the fact that dogmatic Theology was an improvable science. They practically drew the distinction between Biblical Theology and dogmatics. To them revealed truth was final, but on the other hand our apprehension and statement of revealed truth they considered variable and improvable. Long before this distinction was fully accepted in Germany did Edwards and his successors make it the basis of their investigations. They were never startled by improvements in Theology; for the younger Edwards, in an essay on the improvements in Theology made by his father, declares "that there is abundance of room for discovery and improvement in every science, especially in Theology." And Dr. Samuel Hopkins, replying to the charge that his doctrines were new, wrote that he had rather write *new* divinity than old, and then adds, "I should think it hardly worth while to write at all if I had nothing new to add."

This conception of the improvariety of theological science is the broad line that separates the New England from the Scottish and Princeton Theology. In Jonathan Edwards's statement that "true virtue consists most essentially in benevolence to being in general," we find the germ of the New England Theology. This definition was taken up by his successors, and it

led them to an examination of the church doctrines of Sin and Regeneration. The doctrines of Original Sin and Passive Regeneration engaged the thoughts of the ministry until Dr. Emmons put forth the true idea that "all sin consists in sinning." The dogma of Original Sin was modified and all sin was made to consist in the voluntary violation of the known law of God. The doctrine of Regeneration was taken out of the domain of mysticism, and was stated to consist in the change of the supreme choice, and a sharp line was drawn between Regeneration and its consequents. New England Theology has also left its impress on the Catholic doctrine of the Atonement. Retaining the principle of vicariousness the New England writers took their own view of the necessity, nature, and extent of the Atonement. The necessity of the Atonement they perceived to consist in the governmental relations of God to the universe. The commonly accepted division of the work of Christ into his active and passive obedience was brushed away. These thinkers showed that the so-called active obedience of Christ was a *sine quâ non* to his redemptive work on the cross. They made the Atonement to consist preëminently in the sufferings and death of Christ. The principle of substitution retained was carried to its legitimate extent. For if we grant a substitution for the offender, why not a

substitution for the penalty? These sturdy thinkers also taught that the Atonement was sufficient for the whole world, and efficient in all who have faith in Christ. Besides New England has added some material to the illustration of the connection between dogmatic and practical Theology. In the apostolic age doctrine and practice were one.

It was a favorite thought of Archbishop Whateley that revealed truth was practical, that revelation had no place for speculative truth as such. It is the glory of the American Theology that the improvements just mentioned were made by the Bishops of Congregational churches. They were suggested and wrought out by men like Edwards, Bellamy, Emmons, while they were laboring as pastors amid the humble yeomanry of New England. For none of these improvements in theologic statement were made for scholars, or elaborated in the professor's study, or first delivered before a body of scientific Theologians. No. They were the subject matter of a pastor's ordinary sermons to his ordinary congregation. These pastors believed all Scripture to be profitable for instruction in righteousness. They knew of no esoteric or exoteric doctrines. This "Berkshire divinity," as it was first called, sought to bring "the whole counsel of God" to the minds of all men. Edwards and his school had it for their aim to make a Theology that

could be preached. A preachable Theology must be clear. Mr. Cook wants clear definitions, clear statements. That is just what these men wanted. And New England Theology, whatever else it may be, is as clear as the bracing air of its native Berkshire hills. These men sought to adapt their Theology to their congregations, and so when they found that Old Calvinism was not preachable they modified it until it was.

You cannot preach the old dogma of Original Sin that we sinned in Adam. You cannot preach the dogma of inability and passivity in regeneration. You cannot preach a limited Atonement. In the time of revival or any other time such doctrines do not work well. Some of these improvements in theologic statement were started in a revival, and they have begotten revivals. Their influence on revivals in Calvin-

istic churches has been marked. Under the leadership of Andrew Fuller and Robert Hall they renovated the Baptist churches of England. Here they raised up Nettleton, Lyman Beecher, Kirk, Finney, and so far as the Presbyterian church has been influenced by revivals it has been so through the new school branch of that body, the legitimate child of New England Theology.

With this evidence of the intimate connection between dogmatic and practical Theology, with the established principle that Theology is improvable—with the cheering fact that pastors were the leaders in the progress of theological thought, hope remains for the theological student of to-day. He, too, may study and ponder, and perhaps restate, for the advancement of our faith, some of the doctrines of the Word of God.

"AMORE AC STUDIO."

YOU must have read, perhaps you may,
 This legend grand,
 Flung out on each Commencement Day
 O'er Student band;
 And you have wondered as you read
 Why this should fly?
 Or why these words should thus be wed
 To float on high?
 Or knowing not their full intent
 You did not seek
 To learn, but all your waiting spent
 Enlarging "cheek."

When Bates "evolved,"—The College Bates
And not the man,—
Old Lachesis among the Fates
To spin began;
"Prex" for a motto sent to one,
A hero bold,
Whose crown in Freedom's cause he won,
A crown of gold,
And like his life the message ran
"With ardent zeal
For Study" lead the Student's van,
And make your weal.

Sumner is dead. And Slavery sleeps
To wake no more.
Sweet Wisdom climbs her towering steeps,
Points on before,
Where war-clouds roll in glory grand
Above the fight,
For battle rages through the land
"Twixt wrong and right.
"With ardent zeal" push on and win,
Ye toilers all;
The vanguard shall but enter in
At bugle call.

As Bates goes out each year to try
The unseen thing,
The hidden meaning of the sky,
Pure metal's ring,
And all that weaves into the web
Of life below,
The ocean's flood and neap and ebb
For mortal's woe;
"With ardent zeal for Study" live,
Still deeper hie,
Your life to others freely give,
Truth cannot die.

As Bates goes in each year to wait
Revolving wheel

The Aim of the True College.

That turns four years within the gate
 For each one's weal,
 Then outward swings and setting free
 Its charge retakes,
 The burden of its work to see
 What this one makes.
 "With ardent zeal for Study" stay
 Within her walls
 Till on some future gala day
 Commencement calls.

True knowledge knows no end, but grows
 To greater height,
 Expanding like the sweetest rose
 Before the light.
 But like the rose its thorns are known,
 And keeps secure
 Until the beauteous one is grown,
 And can endure.
 "With ardent zeal for Study" swing
 The victor's rod,
 Truth will the faithful Student bring
 Home to his God.

THE AIM OF THE TRUE COLLEGE.

Extracts from the Oration delivered before the Alumni, June 28th.

THE aim of the true college is, as we believe, directly the harmonious development of all the powers of a young man without regard to his future calling; and remotely the building up of an aristocracy of culture, the benefits of which, in a republic like ours, are incalculable.

We would not take issue as a humanist against the scientist. We

believe in both the science of language and material science, but that the former should have the first place; for logical and exact thought, in any line of study whatsoever, presupposes the necessity of a scientific and exact medium for its setting. We believe the defense of this position is certain. The foundation on which we have planted

our standard has withstood the onset of ages, and as long as mind rules, the works cannot crumble. Knowledge could not crystallize, take shape and permanency without language for its mould.

The necessity presents itself, then, in the progress of thought, not only that the English language (or any other chosen medium of communication) should be maintained at its present stage of perfection, but also that its power of exact expression should be increased. How shall this be done? All admit, both radicals and conservatives, by a severe and analytical study of the language in question, in connection with foreign ones.

The question then arises, What languages shall we use as standards of comparison? All must unhesitatingly answer, the languages which, having withstood the test of time and universal criticism, stand forth to-day unchallenged, the masterpieces in symmetry and completeness, viz.: Latin and Greek.

In this connection we wish to speak of the obvious necessity, on the part of every new people, for the encouragement of the love of refinement and the cultivation of the taste; and to call attention to the great neglect on the part of our nation of the æsthetic element in general, of which, certainly, the study of Grecian art and civilization cannot but be a powerful corrective.

Can the architect of to-day af-

ford to neglect the study of the Parthenon, with its classical pillars and inimitable æsthetic ornamentations? Can the sculptor afford to neglect the critical study of those exquisite masterpieces of Grecian art? Let President Porter answer: "Classical art with its outlines as sharply cut as the faces of a crystal, and yet as graceful as the undulations of the moving waters, has not ceased to be the model of beauty and grace to modern art, because the products of the last have been animated by the living spirit of Christian love, or warmed and elevated by the spiritual graces of Christian faith and hope."

Can the historian afford to neglect the study of those old liberty-loving and law-giving nations? Can the metaphysician afford to neglect the masterly analyses of Aristotle? There can be but one answer. Can the linguist, then, afford to neglect the thought of a people, the embodiment of taste and perfection, made visible in one of the most perfect languages the world has ever seen? Let Henry Sidgwick, one of the leaders in classical reformatory measures now rife in Great Britain, give answer. He says: "I am willing to admit that those who have a genuine preference for the classics are persons of the purest, severest, and most elevated literary tastes, and I cannot conceive that these relics will ever cease to be reverently studied by those who aspire to become artists in language."

The tendency of the times, I might better have said, perhaps, the necessity of the times, has led to the multiplication of technical schools, and been the means, no doubt, of drawing off some students from the college. But the remedial plan proposed by some of substituting directly the curriculum of the scientific school for that of the college, or, what is virtually the same thing, of introducing electives freely, even in the Freshman year, although for a time corrective as to numbers, would in the end be disastrous to true learning and true progress. With the practical and utilitarian departure of some, with the so-called New Education as in any way connected with the functions of the true college, we are antagonistic, and have no sympathy. We glory in scientific achievement, in the progress of our country and the age; and, that we may have that in which to glory, that the scientific zeal itself may not wane and all be lost, that the New Education, depending as it does, and must, for its supply of original investigators and most vigorous supporters, upon the Old, may not cease to be the powerful factor which it has become in the onward rush of human progress, we would relegate the former to its proper place of development, the scientific and polytechnic school, and reserve to the college its true function,—the laying the foundation of a truly liberal education. College

and culture should be synonymous. The study of a subject should be for the disciplinary and educating value which it affords, and not for practical effect. President Eliot says: "The fact is that the whole tone and spirit of a good college ought to be different in kind from that of a good polytechnic or scientific school. In college, the desire for the broadest culture, for the best formation and information of the mind, the enthusiastic study of subjects for the love of them without any ulterior objects, the love of learning and research for their own sake, should be the dominant ideas. Just so far as the spirit proper to a polytechnic school pervades a college, just so far the college falls below its true idea. The practical spirit and the literary or scholastic spirit are both good, but they are incompatible. If commingled they are both spoiled."

Another element subversive of the design of the true college is that of irreligion. We believe that so few comparatively take a college education, that it is unjust to tax the State at large for the advantage of that few. We believe the high school should be the limit. New England, too, is good proof that the higher education is safe entrusted to benevolent private enterprise, individual and denominational. (We wish here to remark that denominational and sectarian are not synonymous terms.) But waiving for the

time the unsettled question as to what grade, in justice to all, free instruction should be maintained by the State, believing, as we do, that "the culture and improvement of the heart is the ultimate end of all acquisition," and that proper religious influence and culture in the true sense in none other than a Christian institution, it will be at once understood that we can take no neutral ground on this question; and that, in our judgment, there are other and the highest motives which impel us to cleave to the denominational rather than the State college. In our country State and Church are distinct, and ever should remain thus. This fact compels silence, in a State institution, on religious themes; and where a positive stand is not taken for God and Christian truth, irreligion will creep in.

We come now to speak of the remote object, the natural sequence of the direct, which it is the aim of the true college to accomplish, viz.: the building up of an aristocracy of culture. Not an aristocracy of wealth, which maintains itself by the crushing down of others, but an aristocracy of the noble of the earth, which tries to bring the world up to its level; which worships not gold, but the hand that fashions it; whose object is growth, intellectual, spiritual, eternal.

Does it do this? Does the college produce this cultured class? Largely, undoubtedly; for it is patent

to all that in the bosom of our colleges we must look for our profoundest scholars. Statistics show that, although only about one in three hundred obtains a college education, fully one-half of the men high in office and influence are graduates. This is a wonderful record, and our American colleges must, indeed, be looked upon as institutions without a parallel in educational progress, when we reflect upon the truth that "the sound instruction of the people is an effect of the high culture of certain classes." To become convinced of the self-evident character of this assertion, we have only to examine the subject, influence, in the light of observation. Such an observation proves that the educational growth of a community proceeds from the top downward.

But it may be said that those men who mould the opinions of the world are not necessarily college graduates. Very true: and we say, all honor to the educated man, no matter from what source he derives his education. Thousands of self-made men, so-called, in high positions can readily be cited as evidence against the necessity of a college training as a passport to success. They may be proofs that a college training is not an absolute requisite to success, but if the men's lives be closely examined, the fact will appear that they all had a disciplinary preparation of some kind, and that these

seeming anomalies are not exceptions to the eternal principle in the nature of things, that strength, physical or mental, comes through exercise; and that, if the training be self-directed and self-imposed, and hence imperfect, in youth, or neglected until manhood arrives, time is lost which can never be recalled, and the man cannot necessarily reach the same height that he might have attained, had the imperfectly applied or lost hours of his youth been properly improved. The theory that real success is a chance attainment, or that it can ever be reached without effort and preparatory drill, common sense and the experience of the world disprove. A certain kind of success, the acquisition of money, perhaps, or official position, but without the capacity to fill it, does come, sometimes, through fortune, as we call it; but true greatness, never.

The question not unnaturally arises, Where can the most judicious preparation for life work be best secured? Again we repeat that, if inquiry be made of fully one-half of the men high in office and influence, where the early and vigorous training, manifest in their marked success, was secured, they will cite you with pride and gratitude to the colleges scattered all over the Eastern States, the majority of which are, and we believe will continue to be, colleges in the true sense. Thorough, general discipline is their object. They

have the very best facilities in cabinets, libraries, etc., and a corps of instructors.

Real success is in direct ratio to the well-trained mind; the more positive and thorough the training, the greater, in the true sense, the success; and generally speaking, the most satisfactory and complete discipline can be secured at the majority of our Eastern colleges.

Real scholarship is as yet too little valued in this country. The greater the number who study subjects for the pure love of study and intellectual growth, the better the world. There are all too few such persons in any land, and especially in our own, where statesmanship is forgotten in the scramble for office, where the passport to high places is too often riches rather than scholarship, and where the question "Does it pay?" is too frequently the first to be entertained.

Success in law, and in all professions, in the largest sense, does not consist in the greatest amount of money accumulated, but in the breadth and wealth of learning brought to the profession. We need mechanics, lawyers, doctors: but educated, skilled mechanics; doctors, not quacks; lawyers, not pettifoggers.

Who are to blame for this lack of tone and liberal culture in so many instances, in our professions and schools, among our mechanics and tradesmen? Largely the college

graduates themselves. Who can rectify it? The Alumni. How? To some extent, of course, by the varied and powerful influence which they must exert in behalf of liberal culture in the high social and official positions which so many of them fill; but surely, rapidly, absolutely by creating a supply to meet the demand, by seeing to it that their sons and their daughters, and the promising youth about them, upon whom they have an influence, receive a college education.

Observation proves that the ranks

of the educated class receives more real recruits, so to speak, from the college than from all other sources combined; and that in any and every walk of life, other things being equal, the college graduate excels.

It is our privilege, let us make it our duty, to start more youths on so very propitious a journey. Promising young people are all about. Let us encourage them; let us urge them, repeatedly, to embrace the highest attainable course of study offered by the institutions of the American people.

The following very excellent advice of President Porter, of Yale, to his students and young men in general, we clip from an exchange:

"Young men, you are the architects of your own fortunes. Rely on your own strength of body and soul. Take for your star self-reliance. Inscribe on your banner, 'Luck is a fool, Pluck is a hero.' Don't take too much advice—keep at the helm and steer your own ship, and remember that the art of commanding is to take a fair share of the work. Think well of yourself. Strike out. Assume your own po-

sition. Put potatoes in a cart, go over a road, and the small ones go to the bottom. Fire above the mark you intend to hit. Energy, invincible determination with a right motive, are the levers that move the world. Don't swear. Don't deceive. Don't read novels. Don't marry until you can support a wife. Be earnest. Be self-reliant. Be generous. Be civil. Read the papers. Advertise your business. Make money and do good with it. Love God and your fellow men. Love truth and virtue. Love your country and obey its laws."

EDITORS' PORTFOLIO.

COMMENCEMENT.

ANOTHER cycle of College work is complete. Again the doors are thrown open, and another class steps forth from the halls of their *Alma Mater* to enter upon their life work. Again the Alumni stretch forth the hand of welcome to receive a company ready and eager to share their burdens and their joys, wishing that each and all may ever be faithful to their fellow-men, their *Alma Mater*, and to God. Commencement Week, so full of pleasure yet mingled with sorrow, has passed, and each class has taken one step forward. The remembrance of many pleasant occasions has been refreshed and many bright prospects for the future cherished, and as we must now bid the class of '77 farewell, we wish them a most heartfelt God-speed.

We can but feel proud of the entire ceremonies of Commencement Week; and the graduating class can well congratulate themselves on its financial success. Throughout, the weather has been exceedingly favorable, and good humor everywhere prevailed. Although we could wish our College in a still more prosperous condition, yet if we continue to show that our motives are straightforward, true friends we shall not lack. The increased interest manifested during this week seems to

indicate that the worthiness of our College is being more appreciated, and gaining its friends.

The exercises of the week opened with the Baccalaureate Sermon, delivered by President Cheney, at the Main Street Free Baptist Church, on Sunday afternoon, June 24th, at 2.30 o'clock. The house was crowded by an audience eager to listen to the very able production. The programme was as follows:

1. Reading Scriptures by Prof. Howe.
2. Hymn—Sung by the Congregation.

O for a shout of sacred joy
To God, the sovereign King—

3. Prayer by Prof. Fullonton.
4. Hymn—Sung by the Congregation.

In the cross of Christ I glory,
Towering o'er the wrecks of time—

5. Sermon by the President.
6. Class Ode—Sung by the Class.

BY JENNIE R. NORTH.

Lord Almighty, now look down
From thine everlasting throne:
Suppliants at thy feet we bow;
Grant our prayer; oh, hear us now.

Triune God, our hearts we raise
Up to thee on lips of praise,
Thou who wast ere time begun,
Make us purer, like thy Son.

Make our lives more noble, true;
Give us of thy strength anew;
Guide us till life's journey's o'er;
Save and keep us evermore.

Bless to us the years now sped,
Throughout which thy hand hath led.
Of our band one waits above,
Knows the fulness of thy love.

In thy love alone we rest,
By thy grace alone are blest.
Father, Holy Spirit, Son,
Save us all when life is done.

7. Benediction by Prof. Hayes.

The President's sermon, of which we can give but a brief extract, was based upon Isa. liii. 2: "For he shall grow up before him a tender plant," etc., and Rev. i. 13-16: "And in the midst of the seven candlesticks one like unto the Son of Man," etc.

These passages of Scripture are simply two descriptions of Christ. The one as seen by one class of men—"the unbeliever's Christ;" the other as seen by another class—"the Christ of the believer;" in the one view he is humiliated, in the other glorified.

The vulgar unbeliever denies Christ's divinity; the refined school regard him merely as the "best historic ideal of human greatness," "the proudest achievement of the human race," one who "taught the absolute religion—love to God and man." They believe, as one of their number expressed it,—"God has greater men in store, I doubt not." To the eyes of those who are so depraved, Christ, who is so ready and able to save them, has no comeliness or beauty which they desire.

But to the believer he is the mighty God, as well as the Prince of Peace; and what he declared nearly two thousand years ago—"I and my Father are one"—he is to-day and will eternally be. The believer's Christ is the friend of sinners. To the believer he is precious—precious in his birth, his life, and his death,—precious in his resurrection, his ascension, and as judge of the quick and dead, the sustainer of all who

trust him in every trial. His dealing is right; and when in glory he comes to earth, admired by all those who believe in his coming, then shall we see him in all his beauty.

Young ladies and gentlemen of the graduating class: This theme is old and yet it is always new. I had chosen another subject to discuss in this pulpit, but under circumstances so well known to you I have no heart for any theme except the one I have chosen. I did not expect to take part in these Commencement Exercises. But I am here again, where I have stood so many times, on ground so sacred that standing on it I feel I should put off the very shoes from my feet, still trying to help in a work in which I have had the honor to engage for twenty-three years; a work more especially to give the sons and daughters of parents of small means the advantages of a liberal education,—to improve society, and make the church and the world better. And it seems to me a more than human power, the power of Christ, that has advised and directed me, has been my comfort and consolation in many recent hours of sorrow.

Such is my Christ, my young friends, and such a Christ I bring to you at this parting hour, the Christ of your fathers and mothers, the Christ of your loved ones on the other shore. Make this Christ your Christ by a strong and high faith, by a pure and unselfish life.

I thank you for your loyalty to

the College. We part now, but part only to meet again—we hope, again in this life, but be this as it may, we part, we trust, to meet again in another and better life, meet in the presence of Him who has made that life immortal like his own.

On Sunday evening, Rev. J. L. Phillips, who has been an active missionary in India for more than fifteen years, delivered the annual address before the Theological School. Mr. Phillips chose his text from Prov. xi. 28: "He that watereth shall be watered also himself." The subject of the discourse was "The Foreign Missionary enterprise a manifold blessing to the home churches."

The close attention of the large audience, showed how ably and interestingly was presented the fundamental gospel idea, the reflective influence of sacrifice. This law, although taught in all literature and ages, is often denied in the case of foreign missions.

The speaker maintained that missionary enterprise is one of the foundation stones of the church; that foreign mission enterprise blesses the church by stimulating gratitude for the Gospel; that our estimate of the Christian religion is greatly ennobled by demonstrating its fitness to every condition; that the recital of the conditions and claims of the heathen most effectively stir up churches to active work; that home churches are blessed by the conse-

cration necessary in carrying on missions; that Christians are educated to devote their money and services to God's work; that the churches' most ardent workers have been trained in the mission field; that mission work is, as it were, the chain that binds all Christians into harmonious union in doing the Master's work.

Mr. Phillips concluded his sermon by making an earnest appeal to the school which he addressed to interest themselves in this noble work.

On Monday evening the orations by members of the Junior class were delivered in Main Street Free Baptist church before a large and attentive audience. Ballard's Orchestra furnished some of its very best music. Prayer was offered by Rev. C. S. Perkins, of Portland. President Cheney presided. We give the programme below:

MUSIC.
PRAYER.
MUSIC.

1. Power of Circumstances. Francis Oliver Mower.
2. The Land and Its Story. Clarence Elwood Brockway.
3. Earnestness as a Condition of Success. Ezra Bonney Vining.
- MUSIC.
4. Duty of the Critic. Ernest Varian Scribner.
5. The Ministry of Nature. Henry Albert Rundlett.
6. Joan of Arc. John Wesley Hutchins.
- MUSIC.
7. Public Opinion as a Standard of Right. Frank David George.
8. Self-Denial as an Element of Greatness. Frank Hewitt Bartlett.
9. Uniformity of Natural Law. Charles Edwin Hussey.
- MUSIC.
- BENEDICTION.

Mower admitted the force of circumstances in fashioning one's course,

but still maintained that a life so influenced need not be less successful in the truest sense. "Though leading humble lives we may fit others for careers which are forbidden to ourselves."

Brockway treated "The Land and Its Story" in a peculiarly interesting manner. He showed a good knowledge and appreciation of the beliefs which lead the people of every land to view their early history or traditions with a feeling akin to reverence.

Vining spoke of the necessity of "Earnestness as a Condition of Success," and showed by numerous illustrations that earnestness has been the leading characteristic of all those men whose names adorn the Temple of Fame.

"The Duty of the Critic" was the subject of Scribner's address, which he treated in a manner quite original. He said that it was the critic's duty to bring to view and polish the choicest gems of literature, as the diamond cutter does the water crystal.

Rundlett discoursed upon "The Ministry of Nature," and the refining and elevating influence she may exert upon our lives. "The highest and purest pleasures are to be secured by holding communion with Nature."

Hutchins vividly portrayed the remarkable life and exploits of Joan of Arc in the execution of her divine appointment. He held the closest attention of the audience throughout.

The question of "Public Opinion as a Standard of Right" was ably discussed by George. He said that public opinion was too frequently fickle and changeable, and maintained that a broader and deeper culture was needed before it could be accepted as a standard of right.

Bartlett delivered a very fine production upon "Self-Denial as an Element of Greatness," one of the best on the programme. He showed by illustrations that those who have attained the highest positions in art and literature have ever practiced self-denial.

Hussey discoursed at length upon the "Uniformity of Natural Law," showing that it takes no cognizance of the affairs of men. What are often termed special providences, are simply the workings of natural laws.

The parts were all exceptionally good and well delivered, reflecting much credit upon the class and College. The class voted not to receive the prize which has customarily been awarded.

The meeting of the Trustees of the College was held on Tuesday forenoon, at the College Chapel, at which time the President submitted his fourteenth annual report. We would like to report a better financial condition of the College, but even at present we have no reason to be discouraged. We make extract from the President's report:

"Mr. Bates has made three subscriptions to the College. The

first subscription was in the sum of \$25,000; the second in that of \$75,000. These two subscriptions have been funded; and it is largely by the incomes from them that the College is enabled to carry on its work. The third is in the sum of \$100,000, made February 21, 1873, and to be paid whenever, within five years from its date, we raise an equal sum. It was supposed at our last Commencement that the conditions of this third subscription had been met; and on the strength of the supposition, announcement was made to the public accordingly."

We gather further from the report, that the income from the invested funds of the College have not been sufficient to meet the annual expenditures for several years past, and that the floating debt of the College is some \$70,000. It will require at least \$5,000 over and above the income of the College to meet its expenses for the next year. The President recommends that one-half of this sum be provided for by a reduction of salaries, the other half by a direct appeal to the friends of the College. The College is now paying six per cent. on its liabilities, but the President thinks that the debt can be funded at five per cent. The President continues: "The Institution, aside from its financial embarrassment, is in a very prosperous condition. By the last Catalogue the whole number of students in the three departments is 192—that is,

114 in the College, 24 in the Theological School, and 54 in the Latin School. We have had ten Commencements, at which 136 students have graduated from the College. Of this number five have died. Eighteen are to graduate to-morrow, at our eleventh Commencement, so that our Alumni on that day will number 149, four of whom are ladies. The Necrology of the College from the beginning is as follows: Charles Otis Freeman, Eben Eugene Wade, Abel Freeman Goodenow, Arthur Given Moulton, and Charles Henry Pearson."

The Trustees re-assembled on Wednesday morning, on which occasion President Cheney pledged \$10,000 to aid in making up the amount necessary to secure the last \$100,000 of Mr. Bates. It is believed that this can be done at an early day, and that the income from the endowment fund will thus be made to cover all expenditures. The Alumni have also subscribed \$10,000 to the College fund.

The degree of A.B. was conferred on the members of the graduating class, and on L. H. Hutchinson of Lewiston, of the class of '71. The degree of A.M. in course was conferred on L. H. Hutchinson, M. A. Way, Augustus Simmons, F. P. Moulton, and F. T. Crommett. No honorary degrees were conferred.

The order for Commencement Week hereafter was fixed as follows: Monday evening, Junior Exhibition; Tuesday, A.M., Theological Anniver-

sary; Tuesday, P.M., Alumni Meeting; Tuesday evening, Class Exercises; Wednesday, Meeting of Trustees; Wednesday evening, Concert; Thursday, Commencement; Thursday evening, Address before the Literary Societies.

The following Standing Committees were appointed: Ex. Com.—The President, N. Dingley, Jr., A. M. Jones, C. H. Latham, J. W. Perkins, L. G. Jordan, Samuel Farnham. Finance and Oversight—E. W. Page, G. W. Howe, Josiah Chase. Auditors—J. W. Perkins and G. W. Bean.

Hon. P. C. Cheney was chosen a member of the Board of Fellows, in place of Horace R. Cheney, deceased; C. H. Latham, Esq., in place of Wm. B. Wood, Esq., resigned; Rev. A. L. Houghton, in place of Rev. A. H. Heath, resigned; and Geo. F. Mosher, in place of Rev. I. D. Stewart, resigned. I. Goddard, Jr., Geo. B. Files, and J. S. Brown were appointed to fill vacancies in Board of Overseers.

The anniversary exercises of the Bates Theological School occurred at Main Street Free Baptist Church, on Tuesday, at 2.30 P.M. The graduating class numbered seven, the largest ever graduated. Ballard's Orchestra furnished excellent music for the occasion. Rev. C. F. Penney of Augusta offered prayer. President Cheney presided. Below is the programme:

MUSIC.

PRAYER.

MUSIC.

1. The Harmony of Culture and Religion.
Thomas Spooner, Jr., St. Johnsbury, Vt.
2. Subjective and Objective Influence of Christian Truth.
Andrew Jackson Eastman, Lowell, Mass.
3. The Preacher as an Artist.
Chas. Densmore Dudley, Agency City, Ia.
- MUSIC.
4. The Authority of the Early Church Fathers Compared with that of Modern Christian Scholars.
Horace Jerome White, Providence, R. I.
5. Contributions of New England to the History of Christian Doctrine.
Frederic Ernest Emrich, Lewiston.
- MUSIC.
6. The Essential Truth in Theories of the Atonement.
Barton George Blaisdell, Laconia, N. H.
7. Truth Indestructible and Perpetuating.
Hagop Harootian Acterian, Rodosto, Turkey.
- MUSIC.

BENEDICTION.

The exercises were all of a high literary character, and were listened to by a large and appreciative audience. The subjects were clearly and logically discussed, and the Institution may feel a just pride that she is able to send forth such worthy representatives. We would like to give a brief outline of the parts individually, but space will not permit. Six of the class have already accepted calls from as many churches and will enter upon their labors immediately.

Tuesday evening was the occasion of the most brilliant concert ever given in City Hall. An audience of 1,800, composed of the *élite* of Lewiston and Auburn, together with many from the surrounding towns, showed their appreciation of this rare musical treat, by frequent and marked enthusiasm. The ladies seemed to vie with each other

in the elegance of their toilettes, and altogether the view of such a sea of faces and so many fluttering fans was a sight truly beautiful. Below we give the programme:

1. Overture—Mignon.....A. Thomas
PHILHARMONIC CLUB.
2. Fantasia for Harp.....Parish Alvers
A. FREYGANG.
3. Aria—from Lucia.....Donizetti
MISS LILLIAN B. NORTON.
4. Bass Aria—from Son and Stranger.....Mendelssohn
M. W. WHITNEY.
5. "O, don fatale"—from Don Carlo.....Verdi
MISS ANNIE LOUISE CARY.
6. Concerto for Violin, { a. Andante } Mendelssohn
Op. 64.....{ b. Allegro }
7. Romanza—"Amo la voce tua".....Mattei
B. LISTEMANN.
8. "O had I Jubal's lyre"—from Joshua.....Handel
MISS NORTON.
9. Song—The Trooper.....Plumpton
M. W. WHITNEY.
10. Duet—"Mira la bianca luna".....Rossini
MISS CARY, MR. FESSENDEN.
11. Theme and Variations from Quartette in D minor.
Schubert
B. AND F. LISTEMANN, A. BELZ, A. HARTDEGAN.
12. Song—"Sunset".....Dudley Buck
MISS CARY.
13. Quartette—from "Fidelio".....Beethoven
MISS NORTON, MISS CARY, MR. FESSENDEN, MR. WHITNEY.
HERMANN KOTZSCHMAR, Pianist.

The overture was delivered by the Philharmonic Club with wonderful effect and was well applauded. Judging from the sweet strains which came from Freygang's harp, in obedience to the delicate touch of his fingers, one could easily believe that he was in the presence of a second Orpheus. The solo received its merited applause. Miss Norton next appeared in an aria from Lucia, in which she displayed the wonderful power and flexibility of her voice. She received a generous encore. Mr. Whitney is immense. The bass singer of ordinary calibre is thrown completely in the shade when compared with him. He was heartily encored. At the appearance of Miss Cary, the enthusiasm of the audience knew no bounds, and she was greeted

with prolonged applause. "O, don fatale" was given with wonderful power and sweetness; and in response to a rapturous encore she sang "Kathleen Mavourneen," with singular feeling and tenderness of expression. B. Listemann never appeared to better advantage than in the "Concerto for Violin," from Mendelssohn, which he rendered in a manner truly worthy of the great composer. Fessenden was in unusually good voice, and sang with great power and effect, receiving a generous encore. At Miss Norton's second appearance she was re-called, as also was Mr. Whitney. We have heard it remarked by musical critics that the duet by Miss Cary and Mr. Fessenden was the most attractive feature of the evening's entertainment. In our opinion it should, and doubtless would have received a generous encore had not the programme been so long. Each seemed to vie with the other in richness of tone and delicacy of expression, while both seemed inspired. The quartette in D minor was characterized by sweetness of expression and entrancing melody throughout. Miss Cary at her second appearance was generously re-called. The vocal quartette from "Fidelio," closed the concert. The fact that Miss Cary and Miss Norton are both Maine ladies increases their popularity here; for, although Miss Norton now resides in Boston, she was born in Farmington, Me., and is the grand-daughter of Camp-Meeting John Allen.

Wednesday morning dawned bright and clear, thus insuring a pleasant day for the exercises of the graduating class. The students were out in full force, and together with the large number of visitors present, the Campus presented a lively aspect long before the time of forming the procession; while the streamer floating from Hathorn Hall and bearing the College motto, "*Amore ac Studio*," served still more to enliven the scene.

At precisely 9.30 A.M., Johnson's Band struck up a favorite air, and the procession was immediately formed, with Charles Clark, Esq., as Marshal, and the Senior class as escort. The procession was longer than on previous years, and attracted considerable attention along the route. The exercises at the Hall commenced at ten o'clock A.M. The Hall was filled at an early hour, the galleries mostly with ladies bearing immense bouquets. On the stage were the Faculty, Trustees, and distinguished visitors from abroad. Prayer was offered by Rev. J. L. Phillips. Below is the programme:

MUSIC.

PRAYER.

MUSIC.

1. Oratio Salutatoria—(Latina).
Oliver Barrett Clason, Gardiner.
 2. Disquisitio—The Ideal in Education.
Augustus William Potter, Oxford.
 3. Disquisitio—The Novel in Society.
James Watson Smith, Lewiston.
 4. Oratio—A Regulative Principle for the American Republic.
Benjamin Tappan Hathaway, Monmouth.
- MUSIC.
5. Thesis—The Problem of our Great Cities.
Newell Perkins Noble, Minot.
 6. Oratio—The Province of Satire.
*Alanson Bean Merrill, Parsonsfield.

7. Disquisitio—Art as an Educator.
Pell Russell Clason, Gardiner.
8. Oratio—The Scholar's Future.
Giles Alfred Stuart, Readfield.
- MUSIC.
9. Disquisitio—Man the Measure of all Things.
John Kinzer Tomlinson, Harrisburg, Pa.
10. Thesis—Power of Thought.
George Henry Wyman, Chester.
11. Disquisitio—A National System of Education.
Lewis Abram Burr, Phippsburg.
12. Disquisitio—The Poetry of Classic Mythology.
Caroline Maria Warner, Bristol, Conn.
- MUSIC.
13. Disquisitio—The Relation of Science and Poetry.
Franklin Folsom Phillips, Montville.
14. Disquisitio—The German Element in Modern Civilization.
Clarence Vaulhey Emerson, Lewiston.
15. Oratio—The Perpetuity of Nations.
Henry Walter Oakes, Auburn.
- MUSIC.
16. Disquisitio—Value of Imagination to the Scientist.
Ezekiel Henry Besse, Augusta.
17. Disquisitio—The Reality of Duty.
Joseph Aubrey Chase, Unity.
18. Oratio Valedictoria—The Mystery of Genius.
Jane Rich North, Bristol, Conn.
- MUSIC.
19. Oratio—Ancient and Modern Literature.
Franklin Pierce Moulton, Parsonsfield.
- MUSIC.
- CONFERRING DEGREES.
- BENEDICTION.

*Excused.

We have not space to comment upon the parts individually: they all were exceptionally good, and of a decidedly practical nature. The productions were well delivered and received their merited applause. But never before, on similar occasions, were seen so many and such beautiful bouquets, and, as each speaker retired, they were thrown upon the stage regardless of consequences, while several of the choicest ones were presented personally.

The Valedictorian, Miss North, deserves special notice, since she is the first lady graduate, from any New England college, that has ever received this honor. Miss North has always commanded the highest re-

spect of her classmates, and they all agree that she merited this honor.

At the close of the exercises in the Hall, the procession re-formed and proceeded to the College grounds to partake of the usual Commencement Dinner, which was prepared under the superintendence of Mr. and Mrs. Bickford. About four hundred and fifty plates were laid.

Dinner over, music and the customary speeches followed. Ex-Gov. Dingley was the first speaker. The President next called upon Hon. J. D. Philbrick, of Boston, who said that his interest in Bates College was increasing every year, and that it had made the greatest progress, in one decade, of any with which he was ever acquainted. Ex-Senator Fogg, of N. H., was the next speaker, and said many things in favor of the College. Camp-Meeting John Allen "brought the house down" by some of his eccentric sayings. L. H. Hutchinson, Esq., of this city, responded to the call of the President in behalf of the Alumni of the Institution. He was followed by Rev. J. L. Phillips, missionary from India. The exercises closed with singing the Doxology and benediction by President Cheney.

The lecture before the Literary Societies, Wednesday evening, was one of the grandest efforts of America's noblest orator, Wendell Phillips. From the moment that he stepped forth upon the stage the audience seemed enraptured by the

grandeur of his eloquence. His majestic dignity, his pure diction, his polished rhetoric, and noble sentiments thrilled every listener. To the students whom he especially addressed, no character could have been more fittingly portrayed, and no more worthy example presented for their imitation than his hero, "Chas. Sumner." Only a Wendell Phillips can truly picture that sublime quality in which he and the subject of his discourse were so truly brothers,—self-disinterestedness and whole-souled devotion to their fellow-men.

Mr. Phillips was in his best mood and seemed almost inspired. If space permitted, we should most gladly print extended extracts, but can only give the three lessons which he drew from Sumner's character.

"The first is, that he who thinks that the human heart is so hard, that the community is so indifferent, that the speaking of truth is of no value, let him study the career of the Senator of Massachusetts, who, in the dark midnight of popular contempt, when every ear was closed and every heart seemed marble, gave up his own life, sacrificed all the treasures of his garlands to the single utterance of the truth which God showed him, and that grand repentance of the old Commonwealth which, at his funeral, is the record of his success; the four millions of men also, bending under heavy burdens, yet thanking God that at heart they

have no chain to complain of, is his best testimonial. This is the first lesson.

"The second is like to it. If you want anything, take it. He had no grandeur of genius. If you seek for the greatly gifted man, he is not much in that line. His original power was by no means lavish. The genius of work was his only genius.

"And the third lesson is, Never to despair. It is the justice that Truth always does her children. Maligned by a hundred tongues, censured by the Legislature of his native State, abused every morning that the sun rose, by ten thousand pens, you cannot find an angry word on his record. History will reveal no soil that will tarnish the whiteness of his fame.

"It has been very dark, but you and I, looking beyond to-day into the morrow, know that his name is to take its place with the apostles of the noblest service which the race has ever seen."

On Thursday forenoon the class of '74 had a very pleasant re-union in the College Chapel. The following officers were chosen for the ensuing *triennium*: A. J. Eastman, President; R. W. Rogers, Vice President; F. L. Noble, Sec.; T. Spooner, Jr., Treas.; A. Simmons, H. W. Chandler, and W. H. Ham, Ex. Com.; Robert Given, Jr., Orator; F. B. Stanford, Poet; O. T. Maxfield, Odist; J. H. Hoffman, Historian; C. S. Frost, Chaplain. The members

of the class are pursuing professions as follows: 1 journalist; 1 teacher; 2 physicians; 6 ministers; 9 lawyers. The class voted to have a re-union and supper at the expiration of three years.

We hope that before long more interest will be manifested in these class gatherings. Why should not each class of our Alumni have its triennial re-union as well as the Alumni of other colleges?

According to the new programme for Commencement week, Wednesday is left quite unoccupied, chiefly for the very purpose of giving an opportunity for re-unions, which would awaken in classmates, College, and in education, a much deeper interest. Let the classes of '72 and '75, at next Commencement, avail themselves of this, show their loyalty, and set a worthy example for other classes.

The annual literary exercises of the Alumni Association were observed at Main Street Free Baptist Church, on Thursday, at 10 o'clock A.M. The President of the Association, G. B. Files, A.M., of Augusta, presided. Rev. A. L. Houghton, of Lawrence, Mass., offered prayer. The Orator of the day, G. C. Emery, Esq., of Boston, Mass., was then introduced. His subject was "The Aim of the True College," and the oration was intensely interesting throughout. We give quite a portion of it in another column.

After an organ solo by Miss Sumner, the President introduced the poet,

Miss Mary W. Mitchell, of Vassar College. Miss Mitchell, it will be remembered, is the first lady graduate of any New England college. We should like to publish the poem in full, but the author declined placing it at our disposal.

At the regular business meeting of the Alumni, held in Hathorn Hall, on Wednesday afternoon, the following officers were chosen for the ensuing year: President, L. G. Jordan, '70; Vice President, N. W. Harris, '73; Secretary and Treasurer, T. H. Stacy, '76; Executive Committee, G. C. Chase, '68, I. Goddard, Jr., '70, A. C. Libby, '73; Orator, F. W. Baldwin, '72; Substitute, F. W. Cobb, '73; Poet, E. F. Nason, '72; Substitute, Miss Jennie R. North, '77.

Thursday evening a large and brilliant audience assembled at City Hall on the occasion of Bates '77 Class Day exercises. This was their last appearance before the public in the capacity of a class, and all were eager to learn what they could concerning the mysteries of college life. Excellent music was furnished by Johnson's Band. J. K. Tomlinson, the Class Chaplain, offered prayer. The exercises proceeded as follows:

	MUSIC.
	PRAYER.
	MUSIC.
Oration.	George Henry Wyman.
	MUSIC.
Chronicles.	Henry Walter Oakes.
	MUSIC.
Poem.	Carrie Maria Warner.
	MUSIC.
Prophecy.	Frank Folsom Phillips.
	MUSIC.
Parting Address.	Newell Perkins Noble.
	MUSIC.

The Orator of the evening, Mr. Wyman, discoursed at length upon the ever interesting theme,—“New England.”

The chronicles by Oakes contained a brief review of the past four years' history of the class. The “ups” and “downs” of college life were well portrayed. We gather the following statistics: Whole number in class, 18; oldest in class, 28 years 8 months; youngest, 20 years 2 months; united ages, 440 years; the tallest in the class is 5 feet 11 inches; the shortest, 5 feet 3 inches; all together the class measures 102 feet in length; the heaviest weighs 205 pounds, the lightest, 105; the united weight is 2715 pounds; in regard to politics all are republicans; religious preferences, are: Free Baptist, 9; Baptist, 1; Methodist, 1; Congregationalist, 1; Universalist, 1; no preference, 5; 3 are married; 4 are engaged, 1 is uncertain, and a large portion of those left are in a fair way to better things; 14 play cards; 7 dance; 1 smokes; there are none in the class that chew, use intoxicating liquors, or gamble; 2 have chosen the ministry; 6 law; 2 medicine; 5 teaching; and 3 undecided.

The subject of Miss Warner's poem was “Life,” and one of the finest productions we have ever heard at similar exercises. She very happily introduced the names of various members of the class.

Phillips's prophecy was decidedly good, and was frequently applauded.

The parting address by Noble was appropriate, and listened to with marked attention; after which the parting ode, by Jennie R. North, was sung to the tune of "Auld Lang Syne:"

Lo, four abreast, like warriors grim,
Come to review their deeds,
They stand full-mailed and strong of limb,
These years of students' needs.
They are the leaders; we the host,
Who 'neath their banner stand;
"Vincit qui sustinet" our boast,
The motto of our band.

One fell when first the march begun,
One vacant place we view;
He fought the fight, the prize hath won,
For him the warfare's through.
And if, ere we shall meet once more,
This chain shall broken be,
Yet may we spend on yonder shore
A blest eternity.

From Hall and Campus now we pass,
A wider field to gain;
The Summer sun lies on the grass,
Where Winter snows have lain.
So on our lives the sun of youth
His golden glow hath cast;
May we be armed with earnest truth
To shine through seasons vast.

Friday morning, June 29, the class of '77 held a business meeting in Prof. Angell's recitation room and elected the following as permanent officers of the class: President, L. A. Burr; Vice President, C. V. Emerson; Secretary and Treasurer, H. W. Oakes; Orator, E. H. Besse; Historian, N. P. Noble; Poet, Miss C. M. Warner; Odist, Miss J. R. North; Toast Master, A. W. Potter; Chaplain, J. K. Tomlinson; Class

Executive Committee, O. B. Clason, B. T. Hathaway and P. R. Clason.

A report was made by the Executive Committee, and the financial condition of the class shown to be as follows: Entire proceeds of Commencement Concert, \$1732.75; entire Commencement expenses, shared by the class, \$1199.25; leaving \$533.50 in the hands of the Treasurer; of this amount \$33.50 was given by the class to the Executive Committee as a token of the appreciation of their services; the remaining \$500 was equally divided among the members. The class then adopted certain conditions and rules in regard to the bestowal of the scholarship, which they recently founded; and voted to have a class re-union and supper at the expiration of three years.

The exercises of Commencement week closed Friday evening with the reception of the graduating class and their friends at President Cheney's. After a week of literary dissipation, it seems refreshing to settle down to the more commonplace affairs of life. Although the evening was stormy, quite a large company assembled, and the occasion was a very enjoyable one. The class of '77 goes forth with the best wishes of their *Alma Mater* and friends.

LOCALS.

When, O when, will that broken stair be repaired?

The class of '81 will probably number from 30 to 35.

Receptions have been exceedingly popular during the past month.

The reading-room door is frescoed with advertisements of "Furniture for Sale."

During Commencement Week, morning prayer meetings were held in the College Chapel.

After two and a half weeks' study of Botany, the Juniors passed a very brilliant (?) examination.

A few loyal students gave the college banner to the breeze Monday morning of Commencement week.

The appearance of the College Campus has been much improved by the removal of the old wooden fence along by the side of College Street.

The *Nichols Echo*, recently published by the students of our preparatory department, is a very pretty sheet and does much credit to its officers.

Bates has the honor of the first lady graduate of any New England college, and now has the honor of the first lady valedictorian, Miss J. R. North.

It isn't hardly safe to say much about Indian turnip to certain Juniors who partook of the feast which a

classmate offered them, at a recent recitation in Botany.

On July 4th our base-ball nine played the Gorham club at Gorham, N. H. The game resulted in our favor, by a score of 28 to 4. Our club was most politely and sumptuously treated.

Latest cheek: Junior, being examined on Chemistry lecture, forgets; he seizes his note book, makes a hurried review of the topic, and proceeds to make a brilliant ten-strike for that recitation.

The class of '77, before leaving their *Alma Mater*, voted to found a scholarship, the interest of which the class will pay for ten years, and at the expiration of that time the principal will be placed in the Treasurer's hands.

Imagine the consternation of B—— who mistakes the Prof. entering the recitation room for a student and fiercely hurls the black-board eraser in altogether too close proximity to the Professor's person.

Monday morning, June 25, a lady purchased a ticket to Commencement Concert, thus secured a seat to Wendell Phillips's lecture, remarking: "I liked Mr. Phillips (Rev. J. L. Phillips, Missionary) in his sermon, so well last evening that I thought I must buy a ticket and hear him speak again Wednesday evening."

OTHER COLLEGES.

Vassar has obtained \$40,000 from a law suit decided in its favor.

Williams and Columbia have their Commencement exercises in the evening.

At Harvard the course of study, during the last three years, will soon be entirely elective.

The establishment of an illustrated paper like the *Lampoon*, is much talked of at Cornell.

Dartmouth will have but two terms next year, of sixteen and twenty-two weeks respectively.

The total invested funds of Harvard amount to \$3,138,218, and the gross income to \$218,715.

During the past eight years the University of Pennsylvania has received \$1,621,000 in gifts.

The law department of Columbia College has 527 students, and an Alumni roll of about 1,500.

Princeton College has furnished from her list of graduates forty-two presidents for other colleges.

The government of the University of London has decided that women shall be admitted to medical degrees.

Girard College, Philadelphia, has educated thirteen hundred boys at an expense of two and a half million dollars.

German is to be one of the subjects of entrance examination at Princeton.

There are at present, in active operation, in the State of New Jersey, twenty incorporated Colleges and Universities.

Harvard, Princeton, Williams, Rutgers, Columbia, Trinity, Alleghany, Michigan, and the Junior class at Yale, have adopted the cap and gown.

J. B. Sewall has resigned his position as Professor of Greek Language and Literature at Bowdoin, a position which he has satisfactorily filled for thirteen years.

A Summer School of Biology will open July 6th, at Salem, Mass., the aim being to teach teachers methods of study and instruction in Natural History and especially in Marine Zoölogy.

Michigan University has in attendance 1,111 students, apportioned among the various departments as follows: Science, Literature, and Arts, 369; Law, 309; Medicine and Surgery, 285; Homœopathic, 51; Dental School, 33.

The following are the subjects for essays at the next Inter-Collegiate contest: (1) Rise and Growth of Political Parties in the United States since the foundation of the Federal Union. (2) Advantages and Disadvantages of the American Novelist.

CLIPPINGS.

"Papa, have guns got legs?"
"No." "How do they kick then?"
"With their breeches, my son."

Albany boasts of a man who is so cold-blooded that a dog who bit him in the leg had all his front teeth frozen.

It is claimed that a student was found New Year's night, hugging a tree, saying: "(Hic.) Post ego love. Sic ami, et tu large supper."

One of the most popular boarding-house airs is said to run as follows:

Hold the forks, the knives are coming;
The plates are on the tray;
Shout the chorus to your neighbor,
"Pass the hash this way."

Scene: Junior Latin Class. Mr. S. gaping widely. Mr. W.—"For heaven's sake, don't swallow a fellow." Mr. S.—"Oh, don't be afraid, I never can eat pork."

Bright * of my X is 10 ce give me an M ~! said a Senior 2 his sweetheart. She made a — at him and planted her ~~fig~~ between his 2 ii's, which made him C ***.

"Was the crowd tumultuous?" inquired one man of another who had just come from a mass-meeting. "Too multuous," replied the other, "Oh no, just about multuous enough to fill the hall comfortably."

A couple of literary men were once discussing the merits of Homer. After quarreling about it for some

time without being able to agree, one of them exclaimed, "Homer's *odd I see*." To which the other rejoined, "Homer's *ill I add*."

A very precise person, remarking upon Shakespeare's lines, "The good that men do is often interred with their bones," carefully observed that this interment can generally take place without crowding the bones.

Prof. to Senior on back seat, making a remarkably good recitation, under the influence of some *unseen power*—"Now, Mr. R., please answer one question without reference to the book." Senior retires midst loud applause.

Good exercises for the Freshmen: Absterge mentum. Detrahe tuam tunicam. I ad occidentem, O Juvenis! Conduce atrium et omnia nobis de re expone. Donate nobis requim. Expande aures et vola ad occidentem. Non est necessitas ut Hibernii se applicarent.

The Sophomore class are surveying the Campus with Prof. Quinby. After some time spent in attempting to quiet the needle, Prof. Q. remarks that "something seems to attract the needle." "I am considered rather attractive," puts in a Soph. "Brass doesn't attract, Mr. L.," and the boys whoop it up for that brazen Soph.

[From the Report of the State Superintendent of Schools, 1877.]

HISTORICAL SKETCH OF BATES COLLEGE.

BY PROF. RICHARD C. STANLEY.

BATES COLLEGE was incorporated by act of the Legislature, Jan. 19, 1864, but its history, like that of most New England colleges, began several years before its attainment of full chartered privileges. We must go back, at least, to 1854, to find the origin of this Institution. In that year, the only school in the State belonging to the Free Baptist denomination, Parsonsfield Seminary, was burned, probably by an incendiary. On hearing of this calamity, Rev. Oren B. Cheney, then pastor of the Free Baptist Church in Augusta, conceived the idea that effort should be made at once, taking advantage of the sympathy awakened, to establish in the State an institution, centrally located, and liberally endowed, which would meet the increasing wants of his denomination, and more than make good the recent loss.

Full of this new plan, he set out early in October, to attend the Anniversary Meetings, held that year in Saco. On his way he consulted with Rev. J. S. Burgess of Lewiston, who heartily approved the plan. At Saco, he advised with Rev. C. H. Smith, pastor of the Free Baptist Church in that city, and the three jointly called a meeting of ministers and

laymen, at the close of the Anniversaries, before which the matter was fully laid. This meeting, by a unanimous vote, appointed a committee to call a Free Baptist State Convention, to canvass the enterprise more thoroughly, and take necessary action. The convention was called to meet in Topsham, in the following November. At this convention, notwithstanding some opposition from the friends and representatives of schools outside the State, and after fullest discussion, it was voted, unanimously, to establish the proposed school as a new institution, and to continue the one at Parsonsfield, by raising for it two thousand dollars. A committee was appointed, consisting of Rev. Oren B. Cheney, Rev. Ebenezer Knowlton, and Francis Lyford, Esq., to whom were entrusted full powers to establish the seminary, to obtain for it a charter, and whatever endowment was possible from the State, and to provide otherwise for its support.

The first meeting of this committee was held at the residence of Mr. Knowlton in South Montville, where a charter for the contemplated institution was drawn up, the name of Maine State Seminary adopted for it and a Board of Trustees designated.

The committee applied at once to the Legislature of 1855 for the legal adoption of this charter, and for the grant of fifteen thousand dollars. Some opposition was here encountered; but, by the persistent personal efforts of Mr. Cheney, the desired act was finally passed in the very closing hours of the session.

The bill making the appropriation, and bestowing the charter, was signed by the Governor, Hon. Anson P. Morrill, March 16th, 1855. By the provisions of this bill, five thousand dollars were granted for general purposes of the institution, and ten thousand dollars, in State scrip, for an endowment fund. The whole was upon condition that an equal sum should be raised for the school by subscription.

The question of location was next considered. Consultation was had with the representatives of several towns; but the preference of the Trustees was for Lewiston, and the liberality of the citizens and manufacturing Corporations of that city decided them to locate the school there. The fifteen thousand dollars required to meet the conditions of the State grant was immediately raised in the city, the Franklin Company heading the subscription list with five thousand dollars.

A site containing twenty acres was purchased of Ammi R. Nash, Esq., for about five thousand dollars. The corner stone of Hathorn Hall, named in honor of Mr. and Mrs.

Seth Hathorn, late of Woolwich, who contributed five thousand dollars towards its erection, was laid with fitting ceremonies, June 26th, 1856; and Parker Hall, named for Hon. Thomas Parker, late of Farmington, who made an early subscription of five thousand dollars, was begun soon after.

The school was opened for the reception of students, Sept. 1st, 1857, with Rev. Oren B. Cheney, A.M., as Principal, and Miss Rachel J. Symonds as Preceptress; while George H. Ricker, A.M., John A. Lowell, A.M., Miss Jane W. Hoyt, and Miss Mary R. Cushman were Assistants.

The liberal patronage which the school at once received justified the wisdom of its founders. Its first term numbered one hundred and thirty-seven students. It had at first but one formal course of study, with elective branches; but soon established three separate courses: a Classical Department, which still survives in the Nichols Latin School, designed to fit students for New England Colleges; a Ladies' Course which gave a liberal education in English studies, Latin, French, and German; and an English Course, to meet the needs of business life.

During the six years of the Seminary, up to the special founding of the College, seventy-six young men graduated from the Classical Department; and up to the present time, January, '77, by the work of the

Nichols Latin School, the number has been increased to two hundred and forty young men, and two young women. Other departments of the school were equally prosperous. Forty-one young ladies graduated in the full course of study up to 1863, and the number of students maintained an average of about one hundred and fifty for the whole time.

But in his earliest conception of the school, its founder had contemplated its growth into a higher grade and a larger work than it took at first. This plan he never relinquished. He had a deep interest in the welfare of his chosen Christian Denomination. He felt that a College belonging to them, whose work should be specially to promote education among them, was vitally needful. There were five hundred churches of this denomination in New England, needing, year by year, new recruits to an educated ministry. He felt that not only was education needed, but education in a College which, while it should be liberal and unsectarian, should be specially devoted to denominational interests. With these views, he kept steadily at work, under manifold discouragements, to found a fully equipped, respectable College, and to build up denominational enthusiasm for its support.

In the winter of 1862, through his influence, an act was passed in the State Legislature, giving to the Maine State Seminary collegiate

powers, including the right to confer degrees. At the annual meeting of the Trustees of the Seminary, in July, 1862, Mr. Cheney desired to have a Freshman Class organized, and the college plan definitely adopted. But the time was not quite ripe for that. Some of his best friends, who had been surprised at the success already gained, were yet afraid to take the further needful steps. At the next annual meeting, with his characteristic perseverance, Mr. Cheney again brought up the matter of a college organization, and meantime had wrought such sentiment in its favor, that his plan was adopted in full, with but very little opposition. It was voted, not only to form a Freshman Class at the opening of the next Fall Term, but also to change the name of the Institution from the Maine State Seminary to Bates College, and to ask the Legislature at its next session to legalize this action and make the necessary changes in the charter. Rev. Oren B. Cheney, D.D., was elected President; Levi W. Stanton, A.M., Professor of Greek; Jonathan Y. Stanton, A.M., Professor of Latin; Selden F. Neal, A.M., Professor of Mathematics; and Horace R. Cheney, A.B., Tutor and Librarian.

The name of the College was given in honor of Hon. Benjamin Edward Bates, A.M., of Boston, to whom as a most liberal-minded and generous man, President Cheney had confided his plans for educational and Chris-

tian work, and who had pledged himself to a subscription of twenty-five thousand dollars towards the endowment of a College, provided seventy-five thousand dollars could be otherwise secured. No hint had been given to Mr. Bates that the proposed College should be named for him. The first intimation he had to that effect, was the report of the action of the Trustees in *bestowing* the name. He has always given his money from the purest and highest motives. The only argument to which he has listened, is the *needs* of the Christian Denomination which the College was meant to serve, and the great *good* to general education which its work would accomplish. The friends of the College can never be too grateful to Mr. Bates. Without him it could not have been founded. His first subscription gave courage to undertake the enterprise, and his subsequent help has been its great dependence for success. While President Cheney has done so much for it, he is glad to confess everywhere that its real founder is the man whose name it bears.

In 1864, Mr. Bates made a second subscription of fifty thousand dollars for an additional building to complete the original plan, and twenty-five thousand for an endowment; on condition that twenty-five thousand dollars should be obtained from other friends. This condition was met, and the subscription paid,

but upon full consideration of the needs of the College, it was agreed by Mr. Bates that the whole amount might be added to the endowment fund, and the erection of the building postponed, provided thirty thousand dollars additional should be raised for permanent endowment. In 1873 he made another conditional subscription of one hundred thousand dollars, to be met by an equal sum secured from other sources.

To meet the conditions of these several subscriptions, the State made an additional grant of two townships of land, valued at twenty thousand dollars. The Free Baptist Educational Society has given its obligation for twenty-five thousand dollars. Enoch W. Page, Esq., of New York, has given eleven thousand. The late William Toothaker, of Phillips, and his widow, gave six thousand and six hundred. George G. Fogg, LL.D., of Concord, N. H., has given five thousand, five hundred dollars. The late Mrs. Charlotte Chesley, of Newmarket, N. H., gave some four thousand dollars; and Hon. B. J. Cole, of Lake Village, N. H., two thousand; while a multitude of friends, whose gratefully remembered names our limits forbid to mention, have made gifts from one hundred to a thousand dollars in value, until, by the Treasurer's last report, the funds of the College, exclusive of grounds and buildings, and deducting all losses upon the subscriptions, amount to some three

hundred thousand dollars. This includes a property in Boston, valued at forty thousand dollars, bequeathed to the College by the Will of the late Joshua Benson. The real estate immediately about the Institution has been increased from the original twenty acres, and two buildings, until it includes fifty acres of land, five buildings for school purposes, and a house for the President, the whole valued at not less than two hundred thousand dollars, making the total assets five hundred thousand dollars. This land includes an observatory site, one hundred feet square, on the summit of David's Mountain, just west of the College, a gift from Mrs. Archibald Wakefield and the late Mrs. John M. Frye.

When the College was organized in 1863, the plan was to continue the Seminary as a Department, after the example of many successful institutions in the West. But it was found by two years' trial that the plan was unsatisfactory, both to the students and the patrons of the College. The question of an entire separation of the two schools was raised, therefore, by the President, in his annual report of 1865. Different measures and methods were proposed and discussed. The results reached between this year and 1869 were the establishment of the Maine Central Institute at Pittsfield, and the removal of the Maine State Seminary to separate buildings, on grounds nearly adjoining those of

the College; while the Classical Preparatory Department was organized separately, and called the Nichols Latin School, in honor of Lyman Nichols, Esq., of Boston.

From that time, the College has been an entirely independent, separate institution. The Ladies' Department and the name of the Maine State Seminary were dropped in 1870, the College Trustees transferring this interest to the Maine Central Institute, and donating five thousand dollars as a help in its support.

In the same year, a Theological Department of the College was established, and the building, Nichols Hall, made vacant by the removal of the Seminary, was appropriated to its use. This Department is under control of the College Board of Fellows and Overseers, and is supported from the College Treasury, but has its own Faculty and entirely independent management. It gives free tuition and room rent to all its students; besides which, those who are needy are helped to the amount of one hundred dollars or more per year from the funds of the Free Baptist Education Society. The regular three years' course of study in the school is similar to that of the best Theological Seminaries in New England; but it has also an English Course, designed to fit for usefulness in the Christian ministry, young men of talent and piety who lack the advantages of a classical

education. It has already graduated twenty students, and numbers now in its three Classes twenty-four young men. It has a separate Library numbering twenty-two hundred volumes, to which, as to the College Library, its students have daily access. Its Faculty consists of the President of the College; Rev. John Fullonton, D.D., Professor of Ecclesiastical History and Pastoral Theology; Rev. Benjamin F. Hayes, D.D., Professor of Psychology and Exegetical Theology; Rev. James A. Howe, D.D., Professor of Systematic Theology and Homiletics; and Thomas H. Rich, A.M., Professor of Hebrew.

The charter of 1864 was amended by the Legislature, in 1868, giving the right to establish a Theological Department, and making some changes in the Board of President and Trustees. The completed charter, as it now stands, establishing the Boards of Fellows and Overseers, and giving the Alumni a voice in the government of the College, was granted in 1873.

Of the original Faculty, only two members remain. Professor Selden F. Neal resigned his office to begin the practice of medicine, in 1865. Tutor Horace R. Cheney resigned in the same year to begin the study of law at Cambridge. Professor Levi W. Stanton resigned in 1866, to become Principal of Dummer Academy at Byfield, Mass. Benjamin F. Hayes, A.M., was elected

to the chair of Modern Languages in 1865, transferred in 1868 to the Professorship of Rhetoric and English Literature, and elected to the department of Psychology, in 1869. Richard C. Stanley, A.M., was elected Professor of Chemistry and Geology, in 1865. In his department of instruction has been included Political Economy, Physics, and Astronomy, with the exception of 1875, for which year the Astronomy was under the care of Oliver C. Wendell, A.M., who was elected Professor of Astronomy in that year. Thomas L. Angell, A.M., was elected Professor of Modern Languages, in 1868. George C. Chase, A.M., who had been Tutor in Greek, in 1870, was elected Professor of Rhetoric and English Literature, in 1871. In 1873, a Professorship of Logic and Christian Evidences was established; it was partially endowed by citizens of Lewiston and Auburn, with a view to its occupancy by Rev. Uriah Balkam, D.D. It was called the Cobb Professorship, in honor of Dea. J. L. H. Cobb, who gave liberally for its endowment. Dr. Balkam was elected to the chair in August; but in the absence of Professor Hayes, he performed the duty of the department of Psychology, until his death in March of the following year. During this brief period he had greatly endeared himself to the students and his brethren of the Faculty; and it was felt that by his untimely death the College had lost

a man of great ability, and a most valued instructor. The Professorship has since been discontinued, and the name of its principal founder transferred to the Professorship of Astronomy. Up to 1876 the department of Mathematics was under the care of Professor J. Y. Stanton, assisted by tutors, but in this year, John H. Rand, A.M., was elected Professor of Mathematics.

The Corporation has shown distinguished generosity in its treatment of the Faculty, by providing to several of its members means for a year's travel and study in Europe. Professor Angell was sent to Germany and France, in 1869; Professor Hayes began a year's study in the University at Hallé, in 1873; Professor Stanton had a year in England, France, Italy, and Greece, from the summer of 1874; and President Cheney has been lately called home from a proposed year's travel, by the sickness and death of his son, Horace R. Cheney, A.M., in whom the College has lost a much esteemed member of its Board of Fellows, and a most efficient friend.

The first college class, formed in 1863, numbered sixteen actual students, of whom eight graduated at the first commencement of the College in 1867. Since that time, nine other classes have graduated, numbering in all one hundred and thirty-five, and the present number of students in the four classes, is *one hundred and fourteen*. Most of the graduates

are filling honorable places in the learned professions and as teachers. And the College has this great thing to be grateful for, and to take pardonable pride in, that every Alumnus is a worker for its further prosperity.

An Alumni Association was formed in 1869, and incorporated in the following year. It includes in active membership nearly every graduate of the College, and has already pledged the sum of ten thousand dollars towards the endowment fund. Its present officers are George B. Files, A. M., President; Thomas Spooner, Jr., A.B., Vice President, and Fritz W. Baldwin, A.M., Secretary and Treasurer. Its anniversary exercises, consisting of an oration and poem, occur each year, the Tuesday before Commencement Day, which is the Thursday following the last Wednesday in June.

Among its graduates the College is proud to reckon two young women. It has been open to women from the first, in this respect taking the lead of all the New England colleges. Its experience has shown, not only that co-education is in no way objectionable, but that young women can maintain an equal rank with young men in the same course of study. In the catalogue of 1876-7, there are five names of young women, two of whom will graduate at the approaching Commencement.

The College has, at present, but one course of study, the same in all

essentials, with the regular classical course in the New England colleges. All its students are admitted, either by examination in studies which constitute a full preparatory course, or by a certificate of regular graduation in first-class preparatory schools. It is designed, as the means of the College and its number of instructors increase, to enlarge its curriculum somewhat, and give opportunity by elective studies, for advanced education in special departments.

The College is willing to show its record in another respect also. It has given most cordial welcome to young men of color, from the first. It has had in its various departments nine colored students, six of whom had been slaves. One graduated in the class of '74, one is a member of the present Sophomore Class, and one, of the Freshman Class. Every one of the nine, I think, would testify that he had never received, on account of his color, the slightest discourtesy from any one connected with the College.

In its relation to needy but deserving young men, the College has somewhat to speak of with satisfaction. It has nineteen scholarships, which regularly give free tuition to as many students. One of these scholarships, founded by the late Hon. Asa Redington, LL.D. is specially set apart for the benefit of a lady student, and is the only scholarship of such a character, it

is thought, in New England. Outside of these scholarships, the College has never refused free tuition to any worthy student who has asked for it. Of its present number of students, upwards of fifty are receiving charity in this way from the scholarships and liberality of the College. It was established as a benevolent enterprise. Its government believes that in bestowing such help, it is but fulfilling the dearest wishes of its generous founder. And not only are worthy and indigent students sure of sympathy and help at Bates College, but the scale of expenses is low, and effort is made by all the College Authorities to keep it low, and to put students, by every means in their power, in the way of earning money whereby to help themselves. All habits of needless or extravagant expenditure would be immediately checked.

While the college is under the special control of one denomination of Christians, and it is understood that the majority and prevailing voice in its boards of government and instruction shall be denominational, there is an entire absence in all its departments of everything like a sectarian spirit. It is *meant* there should be *active religious influence* in the College, leading all its students toward a true Christian life, but no interference is sought with any merely theological opinions. Attendance at college prayers and

upon Sabbath services in some Christian church is required, but the particular church at which each shall attend, is left to the election of the student.

The College, while not yet fully endowed, nor equipped to do the work which its Faculty and friends desire, has, nevertheless, considering its age, made a good beginning. It has a Library of some five thousand volumes, nearly all readable books, directly useful to students, and accessible daily. The Library, from the first, has been under the care of enthusiastic but discriminating book-buyers, Horace R. Cheney, A.M., its first Librarian, and Prof. J. Y. Stanton, his successor, both of whom have made the Library an object of deepest personal interest, and have given it a wise supervision which has made it one of the most valuable libraries in the State. It is increased by an annual appropriation of three hundred dollars, exclusive of all costs of binding. In addition to the College Library, there are other libraries, numbering eighteen hundred volumes, belonging to the Eurosophian and Polymnian Literary Societies. These societies of the students, formed for the purposes of debate, and exercise in writing and declamation, were incorporated under their present names, in 1869; but were outgrowths of earlier societies connected with the Maine State Seminary, which were first chartered,

one in 1857, and the other, in 1860. In addition to work in these societies, the students maintain a college magazine, called the *BATES STUDENT*, which has already reached its fifth volume, and has taken good rank among similar publications of many older colleges. There is also a Reading-Room-Association among the students, whose tables and reading desks are supplied with all the more important magazines and newspapers of the day, including some of foreign publication.

The College is furnished with a somewhat full cabinet of minerals, fossils, and pressed botanical specimens, the nucleus of which belonged formerly to Aaron Young, M.D., a zealous and very successful collector. It has been increased by donations from many friends of the College, especially by a gift of sixty specimens of rare minerals, including several precious stones, from A. C. Hamlin, M.D., of Bangor, and some hundred valuable specimens of fossils from the coal measures of Pennsylvania, presented by Rev. Dr. I. P. Warren, Editor of the *Christian Mirror*. This cabinet has been classified, labelled, and placed in cases which make it convenient for study, under special supervision of Professor Stanley. The apparatus for illustrative lectures in Chemistry and Physics is already respectable, and will hereafter be increased by a regular annual appropriation of three hundred dollars for that purpose.

A full collection of New England birds, together with many rare and valuable foreign specimens, and some hundred varieties of eggs, gathered by much labor and an expense of some five hundred dollars, was presented to the College in 1873, by Prof. J. Y. Stanton, who makes free use of this collection to illustrate his annual course of Lectures in Ornithology.

In 1866, a Gymnasium Building was erected at a cost of six thousand dollars. It has been only partially supplied with apparatus; but affords at present full opportunity for all needful exercise, and will be completely furnished, it is hoped, at no distant day.

With these facilities, which, it is

trusted, future years and gifts will largely multiply, the authorities of the College feel that they can offer to young men and women opportunities for thorough discipline, liberal culture, and manly growth, in some good degree adequate to the necessities of our times.

I have felt, in making this sketch, to be published in such a way, that I was in a measure, accounting to the State in behalf of our College for the liberal trusts committed to our hands. We desire to express our gratitude for the giving of these trusts; and we venture to hope that, upon careful examination, we shall not be found to have been in the least degree unfaithful to them.

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All candidates for advanced standing will be examined in the preparatory studies, and also in those previously pursued by the class they propose to enter, or in other studies equivalent to them.

Certificates of regular dismission will be required from those who have been members of other Colleges.

The regular examinations for admission to College take place on the second Saturday before Commencement, on Tuesday preceding Commencement, and on Saturday preceding the first day of the Fall Term.

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The regular Course of Instruction is that commended by the leading Colleges of the country as eminently adapted to secure liberal culture and a sound classical education.

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Students contemplating the Christian ministry receive assistance every year of the course.

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This is a department in the College, established by vote of the corporation July 21, 1870. It occupies Nichols Hall, situated about a quarter of a mile from the College buildings, and is in charge of a special Faculty appointed by the College corporation.

Candidates for admission are required to furnish testimonials of good standing in some Christian church, and to give evidence of their duty to prepare for the gospel ministry, certified by the church of which they are members respectively, or by some ordained minister.

Those who are not graduates from College, previous to entering upon the regular course of study, must be prepared for examination in the common English branches, Natural Philosophy, Physiology, Chemistry, Geology, Astronomy, Algebra, and in the Latin and Greek languages.

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The Course of Study comprises three years and as many classes; that is, the first year, or third class; the second year, or second class; the third year, or first class. The classes are so arranged that students can enter the school at any time during the year.

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VOL. V.

SEPTEMBER, 1877.

No. 7.

THE
BATES STUDENT.

A MONTHLY MAGAZINE,

Published by the Class of '78.

EDITED BY FRANCIS O. MOWER AND J. WESLEY HUTCHINS.

BUSINESS MANAGER: FRANK H. BRIGGS.

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TRUTH INDESTRUCTIBLE AND PERPETUATING.

WHEN a man is at the meridian of success, he is said to have reached the aim of life. When a principle is believed, sways the minds of men, this also is said to exist. But existence is not thus to be determined: for often a thing appears to be when it really is not; and quite as often a thing is not seen when it really exists. Another element, therefore, must come in, to determine the true notion of *being*; and that element is perpetuity—endurance. That a man thrives in life, an idea sways minds, is of little or no consequence; that they shall continue in so doing is all-important. Continuance must form a part of the idea of existence; else there were little difference between the sun that shines through ages, and a rocket that flashes and in a moment is not.

But it will be asked, How long must a man or an idea endure before

it may be said to exist? fifty, a hundred, or a thousand years? No. Not even if these figures were added and multiplied by ten thousand, would the gauge of being be reached. We would have them endure forever. Immortality is the test of being. By this is life to be measured; and that which comes short of perpetual being is to be counted among the nonentities: for what advantage has he who lives long over him who lives short, when both die at last? or wherein is he, who has lived and ceased to be, better than he who never was? Ten minus ten, a hundred minus a hundred, a thousand (if you please) minus a thousand, equals zero. What avails it to add numbers to one's life, when life itself is to be eliminated by the minus of annihilation? "A century," Emerson says, "when you have once made it familiar and compared it with true antiquity, looks

dwarfish and recent; and it does not help the matter adding numbers, when you see that it has an end."

The ground of worth in being, is endlessness. Strip existence of permanency, and life becomes a dead letter, living men and women unreal shadows, and the world an empty dish. To be, means to be forever, or it can not mean much.

But the question is, what is to confer on bare existence the quality of endlessness? For in their nature men are mortal, their thoughts perishable. "All flesh is grass, and the goodliness thereof as the flower of the field." Man, with his genius, his inventions, and all that he commences, hastens to an end. If the mortal attains to immortality it must be by a power outside of himself. The thought calculated to accomplish eternal results must effect it by an element not its own. But what is this element—this power—that is to scatter immortality along its pathway, and, by its magic touch, render things endless? That power is *truth*. Said Plato: "Unless truth enters into the composition, nothing can truly be created or subsist." Carlyle says: "The world exists; there is truth in it, or it would not exist."

Truth is uncreated; it has no beginning—it can have no end. All else is mortal and perishable, but *this* shall endure forever. It is by the truth that the mortal assumes immortality and the temporal becomes eternal.

But here is a strange thing—that in all ages, men have taken upon themselves to determine what shall survive, what shall perish. What they approved, they were intent on maintaining; what they disapproved, they were determined to extirpate. Thus, the rebels assassinated Lincoln with a view to maintain slavery. The Greeks poisoned Socrates that the influence of his divine teachings might no longer be felt. And the Jews crucified Christ, that Christianity might be nipped in the bud. But what folly is this! Man destroy or maintain anything embodying a principle! How can he? For, see: Lincoln they killed; but Lincoln is not dead, for emancipation survives. The Greeks put Socrates to death. But is Socrates dead? It is as he said: "You can kill me, but you can not hurt me." Socrates lives because his teachings live. And you, blind Jews—thought you that you could end a man's career by crucifying him? Impossible! It were easier for you to cause the sun to stand still; for Christ is risen, and Christianity flourishes.

The same attempt of extermination and maintenance has been carried on in another way also; namely, in the name of truth. With a view to sustain what they thought to be true and destroy what they judged to be erroneous, they imprisoned, burned, butchered. And the controversy, hard feeling, and hatred among men of different doctrinal views cannot be told. See the mad-

ness of this! What has been the fruit of it all? The world had been moving long before Galileo declared it moved. But more—it kept on moving, even after the whole body of churchmen opposed the theory. In spite of the persecution of the of the Papal Church, Protestantism lives. And after all the controversies on the part of hyper-Calvinists, the doctrine of God's impartial love, like the tide, sweeps on and out.

But it is said, "Must we not contend for the truth?" Yes. Let us contend for the truth, if to contend mean to love it, to embrace it, to teach it both by precept and example. But if to contend for the truth mean to look with suspicion upon those who cannot accept it, let us *never* contend for the truth. Especially so, when we consider that, in

a multiplicity of cases, what we embrace as true proves to be a monstrous falsehood.

Life, death, existence, extirpation, do not result from arbitrary power; but they are in the *nature* of things. No sword, however keen its edge, can permanently destroy, nor human power, mighty though it be, maintain life. That which has the seed of error must ultimately perish; but that which is of the truth, who can withstand it?

Truth is the great arbiter of life and death. This is to say what shall live and what shall perish. Men need not trouble themselves about it. The sacred Vedas say: "In the midst of the sun is light, in the midst of light is truth, in the midst of truth is the imperishable being." Let us be found in the truth.

THE THUNDER TEMPEST.

IT was silent and calm; not a cloud could be seen;
And the fields and the woods were all clothed in bright green
And the Sun as he rode through the glorious height
Never smiled on the earth when more pleasant and bright.

Not a zephyr disturbed the calm face of the lake;
Not a murmur was heard the deep quiet to break,
Save some bird as he sang his melodious lay,
Or the brook as it rippled and dashed on its way.

But at length in the west a strange darkness appears,
And an ominous cloud a black threat'ning head rears;

We can hear the deep roar of the thunder afar,
As if armed hostile foes were engaged in fierce war.

'Tis a storm fast approaching. * It breaks on the land
With a power that at once is both fearful and grand;
And the rain falls in torrents, and forked lightnings flash,
And the large forest trees are laid low with a crash.

Now the thunder rolls louder; the wind blows a gale
As it whirls round the mountain, and sweeps through the vale;
And it breaks the huge branches from off giant trees,
And o'erturns sturdy oaks and tall hemlocks with ease.

Every object around shows the terrible power
That the elements have in a fierce thunder shower;
By the storm in its fury all things are defied;
There is strife and confusion on every side.

By the birds of the air some safe refuge is sought,
And the beasts of the field seek for some sheltered spot;
Even man, in his greatness, may well stand in awe,
As he looks on the power of the Author of Law.

But the tempest is passing; its fury is o'er,
And the sun shineth forth from the heavens once more;
The dark clouds are all banished; and lo! in their stead
A bright radiant rainbow is hung overhead.

REPRODUCTIVE POWER OF HUMAN ACTIONS.

TAKE a little grain of corn, cover it with earth. The sun shines upon it, the rain moistens and refreshes it. A delicate green blade pushes its way through the mould. "First the blade, then the ear, then the full corn in the ear." The little grain has produced a hundred other grains, each of which will produce as many more.

You commit some act, very small in itself it may be, but silent influences are at work. The deed is not lost. It will bear an abundance of fruit, good or evil, according to the seed.

Philosophers tell us that since the creation, not a particle of matter has been lost. It may take a different form and pass from sight as smoke or vapor, or insensibly vanish. But it will return again as rain or dew. It will spring up in the grass-blade or paint itself on the leaf of Autumn.

No human action, however small, is lost. It lives, and lives to give birth to many more. And oftentimes, a deed in which the hand has no part, a word not uttered by the tongue, in the hereafter will spring up and bear much fruit.

Robert Collyer, drawing an illustration from the annals of science, says, "We cannot struggle faithfully with these things and leave them where we found them." Ages ago Plato was impressed with the beauty of an ellipse; though he endeavored to discover its full meaning, he died before the accomplishment of his object. A century and a half passes by and Apollonius comes, takes up the work where Plato left off. He dies, leaving the problem, not just where Plato left it, but still unsolved. In time came Kepler, who, after years of study, discovered that the mighty planets move in the path of an ellipse. He too dies. But other hands take up the work,—and from that germ in Plato's brain have been unfolded the secrets of the laws by which the planets roll in their orbits.

Whole nations exist in obedience

to their wonderful law of reproduction. Mahomet's influence still lives in the East, though the Prophet's form long since crumbled to dust.

Martin Luther began a work, which was cherished by thousands of hearts, carried on by thousands of hands. His deeds still live, multiplied immeasurably. "Great men exist that there may be greater men," says one. It is the duty of each, as far as in him lies, to sow good seed, which shall bear a harvest of blessing to his race. Emerson says, "It is for man to tame the chaos; on every side whilst he lives to scatter the seeds of science and of song, that climate, corn, animals, men, may be milder, and the germs of love and benefit may be multiplied."

When we try to live to ourselves alone, when our acts are contrary to the interests of our fellow men, we sow seed that, sooner or later, will spring up as tares to choke our own harvest. Yet the evil results cannot be confined to ourselves. Our seed-sowing affects the harvests of future generations. The sins of the fathers will surely be visited on the children. We do not, we cannot know how prolific of good or evil is every act of ours, or we should weigh those acts in truer scales. In one acorn lie possibilities for a thousand forests. In one man lie folded nations to come. Kingdoms, empires, republics, are but the multitudinous results of his multitudi-

nous powers. Every act which may seem to our weak vision ultimate, is but the first term of a new and more rapidly expanding series. "The life of man is a self-evolving circle." At first it may be infinitely small, but like the ripples, caused by a pebble dropped into yonder lake, it will spread farther outward on every side, until its wavelets break on the shores of eternity.

MUSIC.

WHAT greater delight can the mind ever feel
 Than when sweet strains of music on the ear softly steal,
 In the mild, mellow twilight of a calm summer's day,
 When noise and confusion are far, far away?

How mellow, how rich, how enrapturing the sound!
 Now it dies far away, now it lingers around;
 Like some sweet angel voice from the regions above,
 It whispers of peace, of delight, and of love.

It soothes all our passions, drives care far away;
 It entrances the senses with its magical sway;
 It calms us in sickness, in pain, and distress,
 And in life's hardest woes, still the spirit will bless.

O Music, I love thee! I love thy sweet strain,
 Whether heard in the breeze as it sweeps o'er the plain,
 In the songs of the birds, in the murmur of streams,
 In the hum of the insect, or heard in my dreams.

What heart is so hard, so debased, so estranged,
 But will soften, will feel, be decidedly changed,
 When some known strain of melody reaches the ear,
 Which for years has been closed both to love and to fear?

The maniac will listen to music's soft voice;
 And madness will wonder, cease its ravings, rejoice
 At the sound which has power its rage thus to quell,
 And soothe its wild howlings by its wonderful spell.

The warblings of birds,—how sweet to the ear,
Where winter has palsied and spring draweth near.
How sweet sounds the flute in a still, pleasant night,
As mellowed by distance the breeze aids its flight.

All nature 's alive with melodious sounds;
The universe sings, the stars in their rounds
Proclaim the high praises of Him who was slain,—
And may every heart join the joyful acclaim.

A MENACE TO THE REPUBLIC.

MONARCHY and Republic are only the names given to the different forms of government that have existed. A monarchy is that form which has been established over the rude, uncivilized, and uneducated classes of people; and a republic is that which has sprung up as the result of education, civilization, and progress.

From these two observations—what a monarchy is and over what class of people it has been established, and what a republic is and from what source it has had its origin—it can be shown that a republic is the better, and might be the more stable, form of government.

From the fact that the ideas and character of a people make its form of government, and that, as their ideas and character change, the government changes also, it seems to follow that education, and civilization, and progress are destructive to a monarchy, while they are the

very source from which a Republic springs.

If we unfold the pages of history, we shall see that progress has kept a steady but onward pace, in some nations faster, in some slower; and that, in those nations where progress has made the most rapid advancement, liberal ideas are more widely spread, the government milder, the rulers less despotic, and, in short, everything tending toward that higher freedom which can be obtained only through a free government, and the inevitable result of which is a free government. For instance, as proof of this, that the greater the civilization the better and freer the government, look at England. Eight centuries ago William the Conqueror ascended the throne of that kingdom. Under him was established the feudal system, and with more despotism than in any other European nation. He divided England into sixty thousand military

feuds, each governed by a baron at his absolute command. He reserved the exclusive right of hunting, and even burned down villages to plant forests upon their ruins. Thus we see that, at this time, England was one of the most despotic nations of Europe. But as the people became enlightened, the English constitution began to change. These changes began with the granting of trial by jury, and continued to the signing of the *Magna Charta* by King John, the very foundation of English liberty; the establishment of the House of Commons by Edward the First; the granting of the writ of *habeas corpus*; and so on down to the present day, each change conforming to the state of society and intelligence at the time it took place, until the English constitution confers nearly that same freedom and liberty upon its subjects that the United States guarantees to its citizens.

On the other hand, in those nations where progress has been slow, liberty is checked and freedom suppressed. For instance, look at China. There but little advancement has been made, and consequently the government has changed but little.

From these two historical truths we see that in England the people have become very much enlightened and that the government has changed very much; that in China the people have become but little enlightened and the government has changed but little; and that, in each

case, the changes have kept exact pace with the ideas of the people.

Hence can be laid down the proposition that education, civilization, and progress are continually advancing, and that the forms of government are just in accordance with them.

Then, when the people become sufficiently enlightened and desire a government according to their own ideas, one which they shall consider the most perfect and the best calculated to secure their rights and liberties, the question arises: What form of government will best meet these ends?

The true principles of government are: First, the administration of justice; Second, the development and well-being of society; Third, the military defence of the state.

What are the relative merits of a monarchy and a republic to fulfill these principles? The exemption of the crown from the process of law, and the legal distinction in favor of the nobility in a monarchy, entirely thwarts the true course of justice; while in a republic every man, whatever his office or rank, is amenable to the law. As to society, the caste and etiquette of a monarchy are destructive to its first principles. A laborer has no incentive higher than a livelihood. But in a republic, intelligence and character are the only credentials required to give a man the highest position in the government.

Perhaps the military protection of the state should not be spoken of here, as that relates to the external, rather than the internal, concerns of the government.

It can but be observed, then, that a republic is the form of government any intelligent and liberty-loving people would adopt. This form our ancestors adopted, after great consideration and due regard to all the circumstances *then* surrounding them; and the wisdom of their decision in reference to the preparation necessary to the successful founding of a republic, has been truly verified by the continuance of our government a hundred years with prosperity at home and respect abroad; but recent events have shown us that there were contingencies liable to arise from the development of the country and the increase and character of its population for which they did not provide.

We do not allude to the difficulties attending the presidential election, for those were political and can be easily remedied, but to the recent contest between labor and capital. One hundred years ago men came to this country not from motives of selfishness and purposes of greed, but to make themselves a home beyond the reach of oppression. They proved themselves willing to sacrifice their own interest to that of their country. Our ancestors, judging from their characters, thought—as we should think,

were we not forced to banish the thought—that no class of people in this government of ours, the best in the world, the natural outgrowth of culture, as we believe we have shown it to be, would ever resort to dangerous means to accomplish unjust ends; but such is the case.

The failing seems to be, that the framers of the government did not consider that the same elements that are necessary for the foundation of a republic are essential to its continuance. If intelligence is essential to the founding of a republic, it is essential to its existence, and ignorance will be the bane of it; for an ignorant minority will not submit to the will of the majority.

The cause of the troubles which have been and are now infesting the country, can be traced to the ignorance of our foreign population, and the facility with which they are led by unscrupulous men. This statement is not made upon theory, but upon fact. More than half the inhabitants of Pittsburg, and nearly all the operatives in the collieries and upon railroads are foreigners. But the danger to our polity does not lie in the strikes perpetrated upon the country by these men, but in the approval and encouragement they receive from public men and the press. This is the source of our anxiety, and it should be, for it is inaugurating the same condition of things that prevails in France and Mexico. In either of these coun-

tries the people are so devoid of knowledge in regard to public measures that a factious leader, upon any pretext, however imaginary, can amass a number of citizens sufficient to create a revolution, or produce anarchy. We might naturally expect this in these countries; but in the United States, where there is no censorship upon the press, and no ostracism of public speakers, we should hardly expect to find editors and statesmen courting the prejudices of a mob for political or party purposes; but such is the case. Nearly every leading political paper in one of our parties has apologized for the action of the mob, and nearly every State Convention, so far as held, in both parties, has bid for the votes of the "Molly Maguires."

Once fairly started on this line of anarchy, where will the end be? Those who are familiar with the French Revolution know that one

mob and one concession to its demands do not satisfy. One point gained, another is asked, and so on, until life, property, and even the state are in imminent danger, if not destroyed. Therefore the mob element in this country, composed of so incongruous a population, should be checked in its infancy.

If taken in time, we believe this can be done, without any resort to force, by a wholesale denunciation of such actions by all parties, and the adoption of means to expel ignorance and elevate citizenship. Of course no legislation affecting a compromise between capital and labor can accomplish anything. The root of the evil must be struck at; and we believe it can be done by simply extending the period in which foreigners can become citizens, and adopting an educational qualification for the exercise of suffrage.

THE PLOW.

I SING of the plow, the great pioneer
 Of civilization, refinement, and art;
 The engine by which the wild wilderness debar,
 And the deserts rejoice, and gladden the heart.
 Then bless we the plow for the good it has wrought,
 And the numberless blessings to us it has brought.

The wild tangled forest, in all its weird pride,
 Once stood on the spot now so lovely to view;
 And the catamount, bear, and all their fierce tribe,

Once prowled through its thickets,—'tis strange but 'tis true.
The woodman came there, the trees were all felled,
The plow followed on, and wild nature was quelled.

Now loveliness, beauty, and all that delights
The taste and the feelings, around us we see :
Fields waving with grain, the most pleasing of sights,
And orchards and meadows—how charming they be !
Then bless we the plow for the good it has wrought,
And the numberless blessings to us it has brought.

And may we with pride shake the toil-hardened hand
That holds and directs, with unfaltering care,
The plow, the chief agent that turns up the land,
Makes the forest a garden, the desert so fair.
Then bless we the plow for the good it has wrought,
And the numberless blessings to us it has brought.

THE POETRY OF CLASSIC MYTHOLOGY.

WE can scarcely take up any of the literature of our language but we find allusions to the mythology of ancient Greece and Rome. To understand this we must look back to the people with whom it originated. The Greeks dwelt in a land whose beautiful scenery was well fitted to fill them with inspiration. Knowing little of any land or people outside of their own, their imagination pictured unknown lands, and filled all space with invisible beings.

All the workings of nature were conceived as carried on by these invisible agents. With each mountain,

river, or town, some god, goddess, nymph or deified hero was identified.

In these creations, ideas of worship and of ancestry were combined. The characteristics, believed peculiar to these agents, gave rise to various legends. To us, these are only interesting poetry ; to the Greek, they were reality. He did not look upon the sun as we now do, as a body subject to astronomical laws. To him it was the great god Helios, who rose from the Ocean in the east, and who drove his chariot through the air, giving light to gods and men, stopping when he reached the western hori-

zon, to rest his wearied steeds. To us the time occupied by the earth in its passage about the sun is a year, and the sub-divisions of this time, months, days, and hours. To the Greek all these were deities dwelling in the palace of Helios. Thunder and lightning are to us results of an atmosphere overcharged with electricity, but to the Greek they were the weapons of the powerful Zeus, used by him to show his displeasure.

From the Greek nation the Roman received its science and religion. Many of its deities may be identified with those of the Greeks.

The races that transmitted this wonderful old mythology have passed away.

In the language of an American writer, "not till the world is rich enough to have a race more ideal . . . will there be another harvest of anything so beautiful to the imagination." But the myths have not been forgotten. The creations of those two wondrous artists, the Greek and Roman nations, have proved fruitful objects of study for all artists since. The painter exhibits his conception of them in color; the sculptor, in stone; the poet, in words. Especially have these creations been of service to poets. Mythology is justly called "the hand maid of literature." Centuries before the Christian era, Homer sung of the Trojan war, and the wanderings of

Ulysses; later, Virgil wrote of the adventures of Æneas; to-day, poets find no better source of illustrations than in these ancient legends. So familiar have some of the ideas become, that we use them without thinking of their origin. We speak of the influence of Fortune or of the Fates upon our lives, and the poet still solicits inspiration from the Muses.

To preserve these "traditions of the beautiful," we do not depend merely upon the works of human artists. When the "darkness falls from the wings of Night"—then, in the space above us, in colors more glowing than the painter's, in lines more lasting than the poet's, may be traced the legends of ancient Greece and Rome. Ursa Major and Minor move about the North Pole, reminding us of Callisto and her son Arcas. Thick-starred Orion, accompanied by his dog Sirius, is pursuing the Pleiades. There, too, are the mighty Hercules; the twin brothers Castor and Pollux; the Milky Way, the path that the gods took to the palace of Jupiter; and, occasionally, a wandering god or goddess, Jupiter, Venus, or Saturn, may be seen.

The works of human artists are destructible; those of the Divine Artist are everlasting. Whoever can read this writing in the heavens will not forget the poetry of classic mythology.

EDITORS' PORTFOLIO.

THE DORMITORY SYSTEM.

IN view of the increasing numbers of the incoming classes, the necessity of a new dormitory for the accomodation of students, becomes more and more apparent. The class of '81 may be said to be literally on the town, few of them being able to obtain suitable rooms in the College buildings. Many will say, no doubt, that as good accommodations can be obtained in the city and at reasonable rates, it is better to make use of the resources of the College in extending its course of study and establishing new Professorships. We are very well aware that the character and prosperity of a college does not depend solely upon the artistic skill displayed in the laying out of its grounds or the number of fine buildings which it may possess; nor are these in any way necessary to a successful course of study; but we do claim that without these, college life loses half its attractions; and that so far as the dormitory system is abandoned, to the same extent will those peculiarities, known only to college students and which bind them so closely to one another and to their *Alma Mater*, be weakened. That ideal,

distinctive college spirit which pervades every well-established institution, depends almost wholly upon the dormitory system for its growth and maintenance.

Entering Bates at the time when there were a sufficient number of rooms to be obtained, and when nearly all the students were expected to room in the College buildings, we may be slightly prejudiced in favor of that system which has afforded us a life of unmingled pleasure, and around which cluster the brightest of our College remembrances; yet we believe that a consciousness of this prejudice will lead us to look at the question fairly and give due weight to the reasons urged against the system.

Among the advantages of the dormitory system, we mention, first, that by it the students are brought into a more intimate connection than they otherwise could be. We are created social beings, and when we have only to cross the hall to visit our neighbors the opportunities for exercising this faculty are greatly multiplied. We find out our neighbors' virtues, which it is our privilege to imitate. If at the same time their faults are made known, it

can hardly be added as an objection; for a better opportunity is thus offered us to overcome them both by precept and example. Never can we fully appreciate the worth of human nature until its depths are sounded; and when this is done, a vast treasure of good is found in every student. We are not yet quite prepared to say that we believe in the doctrine of total depravity.

Again, when a student comes into the dormitory puffed up with the worth of his own ideas, although in the circle in which he formerly moved he may have been both the center and circumference, he is most likely to go out having a genuine respect for the opinions of some one other than himself. Although in our College the process of attrition is not so rapid as it is in many older institutions, yet the rough corners and sharp edges are gradually smoothed down, until at the end of one's course the finer and nobler points of character are brought to the surface.

But on the other hand it is urged that that phase of college life resulting from an excess of animal spirits, and commonly known as "college rowdiness," is the direct outgrowth of this system. College boys, we know, are often the subjects of reproach even by the better element in society; but the diversions resorted to by students are generally of a harmless and uncriminal nature,

and would not be very much noticed were it not for repeated exaggerations and the prevalence of the idea that a student, especially of a denominational college, should exhibit the meekness of Moses, the wisdom of Solomon, the patience of Job, and so on through the whole category.

Again, the student who boards in a private family has a better opportunity to go into society; and, by frequent association with those of the opposite sex, much of the coarseness and boisterousness of impetuous youth is restrained; rudeness and rowdiness give way to politeness and gentleness of manner. This is no doubt true, and one of the strongest points against the system; for the influence of woman is the greatest refining power in society. In this respect our College is fortunate, the two lower classes having lady representatives. Our observation has led us to favor co-education, and we believe that, as it becomes more universal, the general tone of college life will be elevated.

It is also claimed that more thorough work can be done outside of the college buildings. Granted, if it can be proved that absolute quiet is necessary to high scholarly attainments. The very discipline of studying in a room where there is more or less confusion is valuable and helps one to concentrate his thoughts in trying circumstances. The amount

of work done, however, will depend much more upon the student's will than upon the accident of rooming in or out of college. In conclusion we may safely say that the balances are in favor of the dormitory system, and that every student will look forward with a great deal of interest to the time when Parker Hall shall have its counterpart.

WELCOME TO '81.

With the opening of the new collegiate year we behold an unusually large number of strange faces in our midst. Our *Alma Mater* may well feel proud of her numerous offspring. Class of '81, we welcome you to these halls of learning, where you are to spend four of the happiest, and in many respects the most important years of your lives. Upon the foundation laid here will depend largely the worth and durability of the future structure.

We congratulate you on the large number, as well as the general good appearance of the class. May your numbers never grow less.

Having arrived at that stage in our course when retrospects are profitable, we shall be pardoned for giving a few words of advice. How distinctly we remember when we tremblingly crossed the Campus as a Freshman, and endeavored to realize the importance of our position. When recognized by a Professor, we secretly wondered what our friends would think could they know of our

familiarity with such great men. Yes, we look back upon our Freshman days with mingled feelings of pleasure and regret, for we are inclined to believe they were our happiest. Three years ago we entered upon what seemed a long and arduous journey, but time flies all too quickly for us students; half our course is over ere we are aware that it has begun, and we fain would stay the years in their flight; but *satis ejus*.

The honors which the College has at its disposal from time to time during your course as well as at graduation, are open to you. In these you will be more interested than we or former classes have been; for, commencing with the class of '80, all appointments are to be considered "honors," and no more than twelve members shall be chosen to represent the class on Commencement Days.

But college honors, at best, are vain and empty things. Let not the desire to make a "ten strike" keep you too closely confined to the catalogued course; there are other advantages of which you should avail yourselves. A well-selected course of reading from our library will be of infinite advantage to you, and go far to supplement the teachings of the class-room. Nor can you afford to deprive yourselves of the advantages to be derived from the College literary societies. As a general rule those students who take an active part in their respective societies

derive the most benefit from their college course, and succeed better after graduating. We might also mention the benefits of attending the courses of lectures and concerts in our two cities. But above all, let your work be done faithfully and honestly; let not your ambition tempt you to indulge in any perilous feats of *horse-manship*, but rather yield a cheerful devotion to Liddell and Scott, and you may be assured that your course will not prove a failure.

BASE-BALL.

At the beginning of another year, perhaps a few words may well be said on this subject. Of course we all know how successful our nine has been in the past, and how desirable it is to maintain its reputation. We know, too, that by the departure of '77 the strength of our nine has been much impaired. But this is no reason why any one should feel discouraged. We have not only as good, but far better material in College now than we had only a short time since; it only needs a little training.

Now, this is a matter which interests every one of us, and we hope that no one will regard himself as a passive outsider, but that each will feel it a personal interest and duty to help in developing a first-class nine. Let each one lend his active assistance and encouragement; and if one be called upon to help finan-

cially, let him willingly contribute to the common good. This is not and should not be in any sense a selfish enterprise, but every one ought to feel that he has a part to perform. We are glad to see the present interest, and hope that it will be greatly increased.

We give below a brief record of the games played by our College nine since their organization for the season of 1875:

June 23, 1875: Bates vs. Androscoggins; score 9 to 8 in favor of Bates.

Sept. 11: Bates vs. Stars; score 8 to 5 in favor of Bates.

Oct. 2: Bates vs. Androscoggins; score 5 to 6 in favor of the Androscoggins.

Oct. 9: Bates vs. Bowdoin, at Brunswick; score 15 to 12 in favor of Bates.

Oct. 23: Bates vs. Bowdoin, at Brunswick; score 8 to 4 in favor of Bates.

Oct. 30: Bates vs. Androscoggins; score 5 to 14 in favor of Androscoggins.

April 20, 1876: Bates vs. Centennials; score 22 to 7 in favor of Bates.

May 9: Bates vs. Pine Trees; score 8 to 5 in favor of Bates.

May 13: Bates vs. Centennials; score 3 to 2 in favor of Bates.

May 20: Bates vs. Bowdoin; score 3 to 0 in favor of Bates.

May 27: Bates vs. Lowells; score 7 to 11 in favor of Lowells.

June 3: Bates vs. White Oaks; score 16 to 1 in favor of Bates.

June 10: Bates vs. Resolutes, at Portland; score 2 to 8 in favor of Resolutes.

June 24: Bates vs. Dry Goods of Portland; score 18 to 3 in favor of Bates.

June 27: Bates vs. Androscoggins; score 4 to 11 in favor of Androscoggins.

July 1: Bates vs. Resolutes of Portland; score 10 to 10; game given to Bates by forfeit.

July 3: Bates vs. Bowdoins, at Brunswick; score 3 to 4 in favor of Bowdoins.

July 4: Bates vs. Androscoggins; score 9 to 1 in favor of Bates.

Sept. 2: Bates vs. Androscoggins; score 16 to 10 in favor of Bates.

Sept. 30: Bates vs. Ironclads of Norway; score 20 to 3 in favor of Bates.

April 19, 1877: Bates vs. Androscoggins; score 15 to 2 in favor of Bates.

May 2: Bates vs. Colby; score 9 to 0 in favor of Bates.

May 19: Bates vs. Dirigos, at Portland; score 7 to 1 in favor of Bates.

May 26: Bates vs. Colby; score 14 to 1 in favor of Bates.

May 30: Bates vs. Dirigos of Portland; score 8 to 3 in favor of Bates.

July 4: Bates vs. K. K. K. of Gorham, N. H.; score 28 to 3 in favor of Bates.

July 11: Bates vs. Portland Reds, at Portland; score 6 to 1 in favor of Bates.

July 12: Bates vs. Biddeford Reds, at Biddeford, Me; score 20 to 10 in favor of Bates.

July 14: Bates vs. Our Boys of Boston; score 7 to 11 in favor of the Our Boys.

July 14: Bates vs. Portland Reds: score 5 to 1 in favor of Bates.

July 18: Bates vs. Lowells of Lowell, Mass; score 14 to 6 in favor of the Lowells.

As will be seen by the dates of the last six games they were played after the close of last term; we should be glad to give a full report of them if space allowed, but can simply give the scores by innings.

Bates vs. K. K. K.

Innings.....	1	2	3	4	5	6	7	8	9	
Bates.....	1	10	3	0	0	2	7	2	3—23	
K. K. K.....	0	0	0	0	0	3	0	0	0—3	

Bates vs. Portland Reds.

Innings.....	1	2	3	4	5	6	7	8	9	
Bates.....	0	1	1	0	0	0	0	0	4—6	
Reds.....	0	0	0	0	0	1	0	0	0—1	

Bates vs. Biddeford Reds.

Innings.....	1	2	3	4	5	6	7	8	9	
Bates.....	0	2	5	3	0	2	5	1	2—20	
Reds.....	4	0	2	0	0	0	0	3	1—10	

Bates vs. Our Boys.

Innings.....	1	2	3	4	5	6	7	8	9	
Bates.....	2	3	0	0	0	0	0	1	1—7	
Our Boys.....	9	0	2	0	0	0	0	0	0—11	

Bates vs. Portland Reds.

Innings.....	1	2	3	4	5	6	7	8	9	
Bates.....	0	1	1	0	0	1	1	0	1—5	
Reds.....	0	0	0	0	0	0	0	0	1—1	

Bates vs. Lowells.

Innings.....	1	2	3	4	5	6	7	8	9	
Bates.....	1	0	0	1	0	0	2	0	2—6	
Lowells.....	0	3	0	2	1	0	2	2	4—14	

Below is a table compiled from a record of the games played last year:

	No. of Games Played.	Times at Bat.	Runs.	First-Base Hits.	Total Base Hits.	Put Out.	Assisted.	Errors.	Per cent. of First-Base Hits to Times at Bat.	Average Errors per Game.
P. R. Clason, 2b & c.	13	74	20	23	28	30	42	17	.311	1.31
Lombard, 3b.	13	72	24	20	22	19	19	14	.277	1.08
Oakes, p.	11	61	19	22	28	16	74	8	.361	.72
Noble, l. f.	13	69	15	18	20	12	1	2	.261	.14
Record, c. & 2b.	13	68	17	25	33	102	25	24	.368	1.84
Burr, s. s.	7	35	8	6	7	3	9	5	.172	.71
Potter, c. f.	11	53	15	13	13	5	2	2	.245	.18
O. B. Clason, 1b.	13	63	15	15	17	145	19	8	.238	.61
Sanborn, r. f.	5	25	13	9	9	2	0	0	.360	.00
Besse	4	21	4	3	3	1	6	7	.143	1.75
Phillips	5	20	5	3	3	8	4	5	.150	1.00
Substitutes	8	38	6	4	4	5	9	4	.105	.50

'80 vs. '81.

On Saturday forenoon, September 8th, the annual Sophomore-Freshman game of base-ball was played on the College grounds. The game was very pretty and interesting throughout; the two nines were so evenly matched that until the very close it seemed that either nine might be victorious. The best of feeling, too, seemed to exist between the classes, which added much to the pleasure of the game. We append the score:

SOPHOMORES.

	A. B.	R.	1B.	P. O.	A.	E.
Hoyt, c.	6	3	1	6	4	2
Gilbert, 2d	6	2	1	2	1	0
Rankin, 3d b.	5	1	2	2	2	2
Hayes, c. f.	5	0	0	1	0	2
Tarbox, p.	5	0	0	4	5	2
Richards, s. s.	5	2	0	2	2	1
Woods, 1st b.	5	1	0	10	0	2
Nichols, l. f.	5	0	1	0	0	1
Davis, r. f.	5	2	1	0	0	2
	47	11	6	27	14	14

FRESHMEN.

	A. B.	R.	1B.	P. O.	A.	E.
Sanborn, 3d. b.	6	2	4	0	1	2
Hobbs, r. f.	5	0	0	0	1	1
Parsons, p.	5	1	1	1	2	2

Foss, c.	5	2	1	12	1	4
Goding, 2d b.	4	1	0	0	5	1
Nevens, 1st b.	4	2	1	12	1	2
Rowell, s. s.	4	0	0	0	1	2
Roberts, c. f.	5	1	1	1	0	2
Cook, l. f.	5	0	2	1	0	2
	43	9	10	27	12	18

Innings	1	2	3	4	5	6	7	8	9
Sophomores	2	0	0	4	0	2	3	0	0—11
Freshmen	1	0	0	3	4	0	0	0	1—9

Two-base hits—Sanborn 1, Nevens 1. Time of game—1 hour 55 minutes. Umpire—H. W. Oakes. '77.

NOTES.

It has been customary to see each member of the Freshman class and solicit his subscription for the STUDENT, but as our Freshman class is so large it has been thought advisable to adopt the method employed in other colleges, viz.: To send the college magazine to each member of the class. Those desiring back numbers can obtain them by applying at No. 47 P. H.

In a former number we have referred in no very complimentary terms to the singing at chapel exercises, but the article evoked no other response than that the statements were all very true and that something ought to be done by way of reform. We do not propose to enter into a long discussion with reference to the matter, but we will say that unless the singing can be very much improved it had better be omitted altogether. Such discordant strains serve rather to dispel than to induce a spirit of worship. From our acquaintance with the Freshman class we should

judge that it possessed considerable musical talent, and that with its assistance a good choir might be organized, to sit in some convenient part of the chapel and take the lead of the singing. An organ would be a valuable auxiliary in this connection, should the authorities see fit to furnish one, but we are confident that a great improvement might be made without it. Let some action be taken with reference to the matter immediately.

A copy of the newly revised Laws of the College has been placed in our hands, from which we learn that instead of having Monday forenoons and Wednesday afternoons to ourselves, as former Senior classes have had, we are to have sixteen exercises per week, and chapel exercises Saturday mornings,—the three lower classes ditto. The usual Senior vacation of four weeks before Commencement, is also discontinued. There are several other important changes. To say that there was a general expansion of visual orbs among the students when they were first made acquainted with the "new regulations," is only a mild way of putting it; while several declared that the Laws were "unconstitutional."

We were hardly decided at first whether to endorse them fully or not, especially the law relating to the Senior vacation; but we learn through our exchanges that this

custom has recently been discontinued in several of the older institutions, and it may prove to be a wise change in our own College. On the whole we believe the Laws are just, and that their strict enforcement will have a beneficial effect. The law relating to absence from College for teaching or other purposes is worthy of especial attention, and we do not hesitate to say that the continued absence of students for the purpose of teaching has been prejudicial to the best interests of the College, and positively injurious to the students themselves; and for this reason, more than any other, do we find the standard of scholarship lower than it ought to be. Heretofore it has frequently happened that a student stayed out fully half of his course, engaged in teaching or some other employment, and still graduated with his class. This is not as it should be, and we are glad that the "powers that be" have seen fit to prohibit the practice in the main.

EXCHANGES.

We owe an apology to our exchanges for neglecting them so long, but other matter that needed publication has crowded out this column. As we return after the long summer vacation, it is with pleasure that we greet anew the publications of the college world, and peruse their familiar pages. College journalism, in fact, seems to be a kind of bond linking into harmony the energy of

our colleges, and binding together the efforts to promote higher education. Each publication has its peculiarities, but the same spirit pervades all; and whichever we read, there is aroused within us a feeling of friendship and interest in the college that it represents.

The heap of exchanges that now loads our table, and has been received since our last issue, is filled to overflowing with reports of Commencement exercises at the various institutions, and in comparing these one can obtain a very good idea of the different colleges.

Some of our exchanges, however, have put in an appearance this term under their new board of managers. In this list is the *Dartmouth*, which we always most cordially welcome. It is printed on much better paper than last year, and the new board seems to be doing their best to make it an excellent college journal. It promises to publish during the year a series of articles by distinguished alumni, and to supplement their paper once a month by a cabinet-sized picture of some prominent man connected with Dartmouth College. This new feature of the publication, considering its weekly issue, places it high in rank among its contemporaries.

The *Athenaeum* is a monthly magazine devoted to "the true, the good, and the beautiful" in elocutionary literature, and one need but to notice

the titles of the selections and the names of the authors to know how well it is succeeding in garnering up the gems valued by the elocutionist. We notice such names as Tennyson, Holmes, and Bryant over different selections.

We have received the *Final Announcement of the Woodruff Scientific Expedition around the World*, concerning which so much has been and so much can well be said and written. Its object, its route, its faculty, its equipments, its numberless advantages, are enough to tempt anyone. We wish that such a course of travel, study, and investigation could be taken by every college student immediately on leaving his *Alma Mater*, and so obtain a knowledge more practical, more thoroughly scientific than text-books can possibly give.

One only needs to see *Vick's Floral Guide* to know its value to the botanist. It proposes to make the magazine, during the coming year, a 32-page monthly, each number containing a colored plate.

The *American Journal of Microscopy and Popular Science* lies before us. It well fills that position among periodicals for which it was intended.

We acknowledge the receipt of three pieces of music from F. W. Helmick, Cincinnati, Ohio, which our musical editor declares excellent. That entitled "Touch me Gently, Father Time," is exceptionally good.

LOCALS.

Fall term began August 21st.

Class of '79 has one new member.

C. F. Peaslee is "Ye Bell-ringer."

J. Q. Adams is Assistant Librarian.

The Freshmen are taking quite an interest in base-ball.

The top of P. H. is the evening resort of star gazers.

The Freshman class numbers 51, two of whom are ladies.

The Sophomores are reading Sophocles' Electra for Greek.

Each class in College now has a boarding club especially its own.

Conundrum—Who buried the corpse of our Foot-Ball Association?

Prof.—"Where is the sun at midnight?" Student—"Dunno, never saw it then."

Quite a number of the Sophs are swinging the pedagogic cane in the rural districts.

The Polymnian Literary Society has recently added quite a number of volumes to its library.

Several of the students are cultivating their vocal powers at Prof. Ballard's singing school.

The weekly College prayer-meeting is held in Hathorn Hall, on Wednesday evenings, at 7 o'clock.

Wanted, by a dignified Senior who is a skillful rider of "horses"—A

first-class "trotter" (not a mule) on Psychology. Price is no consideration if satisfaction is given.

A newly revised edition of the "College Laws Relating to the Conduct of Students" has been circulated.

During the recent illness of Prof. Hayes, at his request, the Senior class recited in Psychology at his residence.

Considerable activity is manifested in the literary societies this term. Each is holding very interesting weekly meetings.

During the summer vacation two new flights of stairs were put in the western end of Parker Hall, much to the joy of its occupants.

A Senior in class-room lately forgot which part of his body contained his brains, and elevated his pedal appendages to an altitude more becoming his cephalic extremity.

On Friday afternoon last the Senior class, under the leadership of Prof. Stanley, made a Geological excursion to the Androscoggin Falls. The ledge is now quite dry, revealing exceedingly well the nature of the rocks. Some very good specimens were obtained. On the same afternoon they also made the tour of the City Gas Works.

Astronomy class discussing the kinds of time kept by astronomical and common clocks. Prof.—“What clock keeps mean solar time?” Student (pausing)—— Prof.—“The College clock doesn’t.”

On Thursday evening, Sept. 16th, the annual Freshman reception occurred at the residence of President Cheney. The occasion was very pleasant and much enjoyed by all the members of the class present.

A great improvement has been made in our base-ball field by the removal of the grass that had grown up in the diamond, and now the whole field needs to be rolled in order that it may be put in good condition.

Chums discussing their prospective evening’s occupation. No. 1—“Well, I think I shall resolve myself into a telescope and astronomize a little to-night.” No. 2—“You had better resolve yourself into a hole and crawl into it.”

The Sophs continue to display the wonderful knowledge which they showed during their Freshman year. One of their number in a theological discussion recently, said: “The Almighty knows no more concerning the future than I do.”

Scene in Psychology. Prof. to portly Senior—“Where is the soul?” Senior—“The soul pervades the whole sensorium.” Prof.—“If then the soul pervades the whole sensorium, is your soul as large as your sensorium.” Senior—“Yes, sir.”

The Sophs have acquired such boldness in their trading of “ponies” that a vender of books even entered the recitation room lately, and having obtained permission of the Prof. to present his wares, offered for sale several kinds of “Helps over Hard Places,” and many remarkably *Bohn-y* appearing works.

Officers of the class of ’79: President, C. M. Sargent; Vice President, R. F. Johonnett; Secretary, E. A. McCollister; Treasurer, W. E. Lane; Orator, F. Howard; Poet, C. E. Felch; Historian, W. E. Ranger; Odist, E. W. Given; Chaplain, M. C. Smart; Toast Master, F. N. Kincaid; Prophet, F. P. Otis; Executive Committee, S. C. Mosely, T. M. Lombard, F. L. Buker.

The following are the officers of the class of ’80: President, I. F. Frisbee; Vice President, O. W. Goss; Secretary, C. H. Deshon; Treasurer, C. B. Rankin; Orator, R. C. Gilbert; Poet, H. L. Merrill; Historian, J. A. Plummer; Prophet, M. P. Judkins; Toast Master, M. T. Newton; Odist, E. G. Moore; Chaplain, C. A. Holbrook; Executive Committee, W. A. Purington, A. L. Woods, E. E. Richards.

The following are the officers of ’81: President, W. B. Perkins; Vice President, F. W. Wiggin; Secretary, C. S. Cook; Treasurer, F. A. Twitchell; Orator, E. D. Rowell; Poetess, Miss M. K. Pike; Historian, W. P. White; Prophet, E. T. Pitts; Toast Master, C. E. Marr; Odist, J. E. Holton; Chaplain, C. W. Williams;

Executive Committee, H. E. Foss, Miss E. J. Clark, H. B. Nevens.

The Eurosophian Literary Society has chosen officers as follows: President, F. H. Bartlett; Vice President, W. E. Ranger; Secretary, D. W. Davis; Treasurer, E. A. McCollister; Librarian, F. L. Buker; Editors, C. M. Sargent ('79), W. E. Ranger ('79), O. W. Goss ('80); Executive Committee, S. C. Mosely, F. Howard, J. F. Parsons.

Officers of the Polymnian Literary Society: President, C. E. Brockway; Vice President, E. W. Given; Secretary, H. M. Reynolds; Treasurer, J. Scott; Librarian, F. P. Otis; Editors, J. W. Hutchins ('78), E. M. Briggs ('79), J. H. Heald ('80), ('81 not yet chosen); Orator, F. D. George; Poet, B. S. Hurd; Executive Committee, C. E. Hussey, R. F. Jonhonnnett, W. H. Judkins.

On Sept. 13th the annual meeting of the Bates Base-Ball Association for the election of officers, was holden with the following result: President, E. W. Given; Vice President, H. E. Foss; Secretary, F. H. Briggs; Treasurer, W. E. Ranger; Manager, F. Howard; Executive Committee, A. E. Tuttle, F. L. Hayes, W. T. Perkins. F. D. George, T. M. Lombard, W. A. Hoyt were then chosen as a committee to select two nines—a first and a second. On the next day they reported as follows: Members of first nine—T. M. Lombard, E. W. Given, W. E. Ranger,

F. L. Buker, W. A. Hoyt, E. E. Richards, C. P. Sanborn, H. E. Foss, G. L. Record. Members of second nine—A. E. Tuttle, W. E. Lane, O. C. Tarbox, C. B. Rankin, R. C. Gilbert, J. W. Nichols, E. D. Rowell, H. B. Nevens, J. H. Parsons.

Class of '81, as catalogued:

Baker, Fred Roscoe.....	Shapleigh.
Brown, Winthrop Jumper.....	Auburn.
Clark, Emma Jane.....	Lewiston.
Cook, Charles Sumner.....	Bolster's Mills.
Coolidge, Henry Ephraim.....	Canton.
Cartis, Walter Paul.....	Auburn.
Davis, Oscar.....	Palmyra.
Drake, Orville Henry.....	New Hampton, N. H.
Emerson, Fred Clarendon.....	Union.
Folsom, Harry Peter.....	Lewiston.
Foss, Herbert Everett.....	Lewiston.
Foster, William Prescott.....	Weld.
Gilkey, Ransom Eugene.....	South Strafford, Vt.
Gilman, Wilbur Fisk.....	Lyndon Centre, Vt.
Goding, John Henry.....	Monmouth.
Gray, Albion Dwight.....	Dover.
Harper, John.....	Waterboro.
Haskell, Charles Sumner.....	Auburn.
Hayden, Wilson Warren.....	Corinna.
Hobbs, William Crosby.....	Wilton.
Holton, John Edgar.....	North Boothbay.
Hoyt, Walter Scott.....	Wilton.
King, Cortez Gene.....	West Burke, Vt.
Lowden, George Edgar.....	Centreville, N. S.
Marr, Charles Edwin.....	Canaan.
McCleery, Charles Laforest.....	Farmington.
McGillicuddy, Daniel.....	Lewiston.
Nevens, Henry Beecher.....	Auburn.
Parsons, John Henry.....	Eustis.
Pease, Frank Herbert.....	Parsonsfield.
Perkins, William Blair.....	Lewiston.
Perkins, William Thomas.....	Ashland, N. H.
Pike, Mary Katherine.....	North Boothbay.
Pitts, Eddy Thomas.....	East Corinth.
Record, George Lawrence.....	Auburn.
Rideout, Bates Sewall.....	Garland.
Roberts, Henry Sands.....	Farmington, N. H.
Robinson, Ruel.....	Palmyra.
Rowell, Eugene Dunbar.....	Fairfield.
Sanborn, Clifton Packard.....	Weld.
Shattuck, John Franklin.....	West Derby, Vt.
Smith, George Henry.....	Hampden.
Sprague, Frank Pierce.....	Phipsburg.
Tash, Albert Elmer.....	Lewiston.
Twitcomb, Frank Arthur.....	Pittsfield.
Vittum, Stephen.....	Sandwich, N. H.
White, Wendell Phillips.....	Auburn.
Whitman, Helen Elizabeth.....	Hebron.
Wiggin, Frank Warren.....	Levant.
Williams, Charles Walter.....	Georgetown.
Wood, Fremont.....	Winthrop.

OTHER COLLEGES.

Amherst College is in debt to the amount of \$29,000.

The University of Virginia has twenty fraternities.

Columbia College has an endowment of \$5,000,000.

Oberlin College, O., has received a gift of fifteen thousand dollars.

Columbia College Law School has recently graduated a class of 260.

The Dartmouth scholarships have been reduced nearly one-half in number.

The Cornell Nine has received a challenge from the Elmira Female Academy Base-Ball Club.

Prof. Wm. Barbour of Bangor Seminary has accepted the Professorship of Theology at Yale.

French is added to the list of requirements for admission at Amherst, and German at Princeton.

The endowments of Ohio Wesleyan University have been increased over \$100,000 the past year.

The University of Chicago is said to be declining on account of sectarian influence. The Baptists have possession now.

By a recent bequest Yale receives \$5,000 for the library, and \$15,000 to found three scholarships, the recipients of which will be chosen from the next three classes that graduate.

The entire Freshman class of Princeton were recently suspended and given just three days to leave town. Cause—too much demonstration on the registration of candidates for entrance.

Ladies are to be admitted to the classes of New York University this year, but on condition that they recite after the young men have finished recitation for the day, and pay tuition, which the young men have free.

Brown University proposes to abolish the long-established custom of conferring honorary degrees. The working plan of the new departure will be submitted to the consideration of other colleges, and the details will soon be published.

The following is a list of the number of graduates from various colleges, in the class of '77: Yale, 170; Harvard, 168; Princeton, 112; Amherst, 75; Lafayette, 66; Dartmouth, 65; Brown, 55; Columbia, 52; Vassar, 45; Williams, 40; Bowdoin, 39; Wesleyan, 31; University of Pennsylvania, 31; Rutgers, 29; University of California, 26; New York University, 25; Trinity, 20; Bates, 18; Vermont University, 18; Colby, 16; Tufts, 16; Marietta, 15; Middlebury, 13; Lehigh, 12; Chicago University, 12; Wittenberg, 9; Hobart, 1.

CLIPPINGS.

Absent-minded Sixth (conjugates)
—"Nolo-Nellie-Nolui." (Omnes
snickerunt.)

"Is that clock right over there?"
asked a visitor. "Right over
there?" said the boy; "'taint no-
where else."

The *Beacon* mentions some "new
college buildings, capable of accom-
modating two thousand students of
the most improved style of archi-
tecture." Are they ladies?

Fond Father—"Well, my son,
how do you like college? *Alma
Mater* has turned out some great
men." Young hopeful (just ex-
pelled)—"Yes, sir, she has just
turned me out."

An irregular student reports that
at the college prayer meeting, a
Junior prayed that "we may not
put our lights under a candle-stick,
but on a bushel o-or anywhere."
He was not an Irishman either.

A young lady on E— street
received the following note, and is
heartbroken: "You needn't 'spect
me up to yewr hous no more sunda
nites a girl wat leaves gum stickin
on the parlor chares for a feller to
sit on aint the girl for me. JIM."

"Comparisons are odious." The
Major (rocking Nellie on his knee
for Aunt Mary's sake)—"I suppose

this is what you like, Nellie?"
Nellie—"Yes, it is nice. But I
rode on a real donkey yesterday—
I mean one with four legs, you
know."

It is a beautiful starry night and
the Seniors are out singing. 1st
Senior, who studies Astronomy—
"Look up there and see how beau-
tiful Orion looks." 2d Senior, who
does not study Astronomy, but who
has a streak of Irish blood—"Is
that O'Ryan? Thank the Lord, then
there is one Irishman in heaven,
anyhow!"

Mr. X., translating Laelius, hesi-
tates at the phrase *non queo dicere*.
Prof.—"Well, what does that mean?"
Mr. X., who has omitted to look
up *queo*—"I can't tell." Prof.—
"That's right, go on." And that
Soph chuckles, wonders what the
Prof. thought he said, and goes on.

A CONDENSED NOVEL.

Vol. I.

A winning wile,
A sunny smile,
A feather;
A tiny talk,
A pleasant walk
Together.

Vol. II.

A little doubt,
A playful pout,
Capricious!
A merry miss,
A stolen kiss,
Delicious!

Vol. III.

You ask mamma,
Consult papa,
With pleasure;
And both repent
The rash event,
At leisure.

PERSONALS.

[Persons possessing information of interest in regard to the whereabouts or positions of the Alumni, will oblige by forwarding the same to the Editors.—Eds.]

'67.—G. S. Ricker is pastor of the Mount Vernon Free Baptist Church at Lowell, Mass.

'70.—L. M. Webb has been elected as a member of the next State Legislature.

'74.—Thomas Spooner, Jr., of the last graduating class of Bates Theological School, was ordained and installed pastor of the Beech Ridge Free Baptist Church, North Berwick, Me., on Tuesday, Aug. 14th.

'74.—Augustine Simmons, in the Supreme Judicial Court, at Augusta, Me., on Aug. 7th, was admitted to practice law in the Courts of this State.

'74.—M. A. Way, formerly Principal of the High School, Woonsocket, R. I., has accepted the position of Classical Teacher in the Portland High School, Portland, Me.

'75.—Married, June 14th, at the bride's home in Candia, N. H., F. L. Washburn and Miss Annabelle E. Philbrick. Post office address, 238 Chesnut St., Chelsea, Mass.

'76.—F. E. Emrich, of the last graduating class of Bates Theological School, was ordained and installed

pastor of the Congregational Church at Mechanic Falls, Me., on Wednesday, July 25th.

'76.—A. L. Morey has recently received and accepted a call to the pastorate of the First Free Baptist Church, Rochester, N. H. Post-office address, Gonic, N. H.

'76.—O. W. Collins is Principal of the High School, Norway, Me.

'76.—W. H. Adams is teaching the High School at Springfield, Me. We received a call from him recently.

'77.—G. H. Wyman, former editor of the BATES STUDENT, has been elected Principal of the Academy at North Anson, Me.

'77.—J. W. Smith has been elected Principal of the High School at Toledo, Ohio.

'77.—H. W. Oakes has secured the position of First Assistant in the Auburn High School, Auburn, Me.

'77.—P. R. Clason has been elected Principal of Northwood Academy, Northwood Ridge, N. H.

'77.—Married, Thursday evening, June 7th, at the First Free Baptist Church, Harrisburg, Pa., J. K. Tomlinson and Miss Lydia Sieg.

'77.—F. F. Phillips has secured a position as Principal of the Houghton High School, Bolton, Mass.

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President.

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JONATHAN Y. STANTON, A.M.,
Professor of Greek and Latin Languages.

REV. BENJAMIN F. HAYES, D.D.,
Professor of Psychology and Exegetical Theology.

RICHARD C. STANLEY, A.M.,
Professor of Chemistry and Geology.

THOMAS L. ANGELL, A.M.,
Professor of Modern Languages.

REV. JAMES ALBERT HOWE, D.D.,
Professor of Systematic Theology and Homiletics.

GEORGE C. CHASE, A.M.,
Professor of Rhetoric and English Literature.

THOMAS HILL RICH, A.M.,
Professor of Hebrew.

OLIVER C. WENDELL, A.M.,
Professor of Astronomy.

JOHN H. RAND, A.M.,
Professor of Mathematics.

THOMAS H. STACY, A.B.,
Tutor in Elocution.

CLASSICAL DEPARTMENT.

TERMS OF ADMISSION.

Candidates for admission to the Freshman Class are examined as follows:—

LATIN: In nine books of Virgil's *Æneid*; six orations of Cicero; the *Catiline* of Sallust; twenty exercises of Arnold's *Latin Prose Composition*, and in Harkness' *Latin Grammar*. **GREEK:** In three books of Xenophon's *Anabasis*; two books of Homer's *Iliad*, and in Hadley's *Greek Grammar*. **MATHEMATICS:** in Loomis' or Greenleaf's *Arithmetic*, in the first twelve chapters of Loomis' *Algebra*, and in two books of *Geometry*. **ENGLISH:** In Mitchell's *Ancient Geography*, and in Worcester's *Ancient History*.

All candidates for advanced standing will be examined in the preparatory studies, and also in those previously pursued by the class they propose to enter, or in other studies equivalent to them.

Certificates of regular dismissal will be required from those who have been members of other Colleges.

The regular examinations for admission to College take place on the second Saturday before Commencement, on Tuesday preceding Commencement, and on Saturday preceding the first day of the Fall Term.

COURSE OF STUDY.

The regular Course of Instruction is that commended by the leading Colleges of the country as eminently adapted to secure liberal culture and a sound classical education.

EXPENSES.

The annual expenses are about \$200. Pecuniary assistance, from the income of thirteen scholarships and various other benefactions, is rendered to those who are unable to meet their expenses otherwise.

Students contemplating the Christian ministry receive assistance every year of the course.

THEOLOGICAL SCHOOL.

This is a department in the College, established by vote of the corporation July 21, 1870. It occupies Nichols Hall, situated about a quarter of a mile from the College buildings, and is in charge of a special Faculty appointed by the College corporation.

Candidates for admission are required to furnish testimonials of good standing in some Christian church, and to give evidence of their duty to prepare for the gospel ministry, certified by the church of which they are members respectively, or by some ordained minister.

Those who are not graduates from College, previous to entering upon the regular course of study, must be prepared for examination in the common English branches, Natural Philosophy, Physiology, Chemistry, Geology, Astronomy, Algebra, and in the Latin and Greek languages.

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The Course of Study comprises three years and as many classes; that is, the first year, or third class; the second year, or second class; the third year, or first class. The classes are so arranged that students can enter the school at any time during the year.

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VOL. V.

OCTOBER, 1877.

No. 8.

THE
BATES STUDENT.

A MONTHLY MAGAZINE,

Published by the Class of '78.

EDITED BY FRANCIS O. MOWER AND J. WESLEY HUTCHINS.

BUSINESS MANAGER: FRANK H. BRIGGS.

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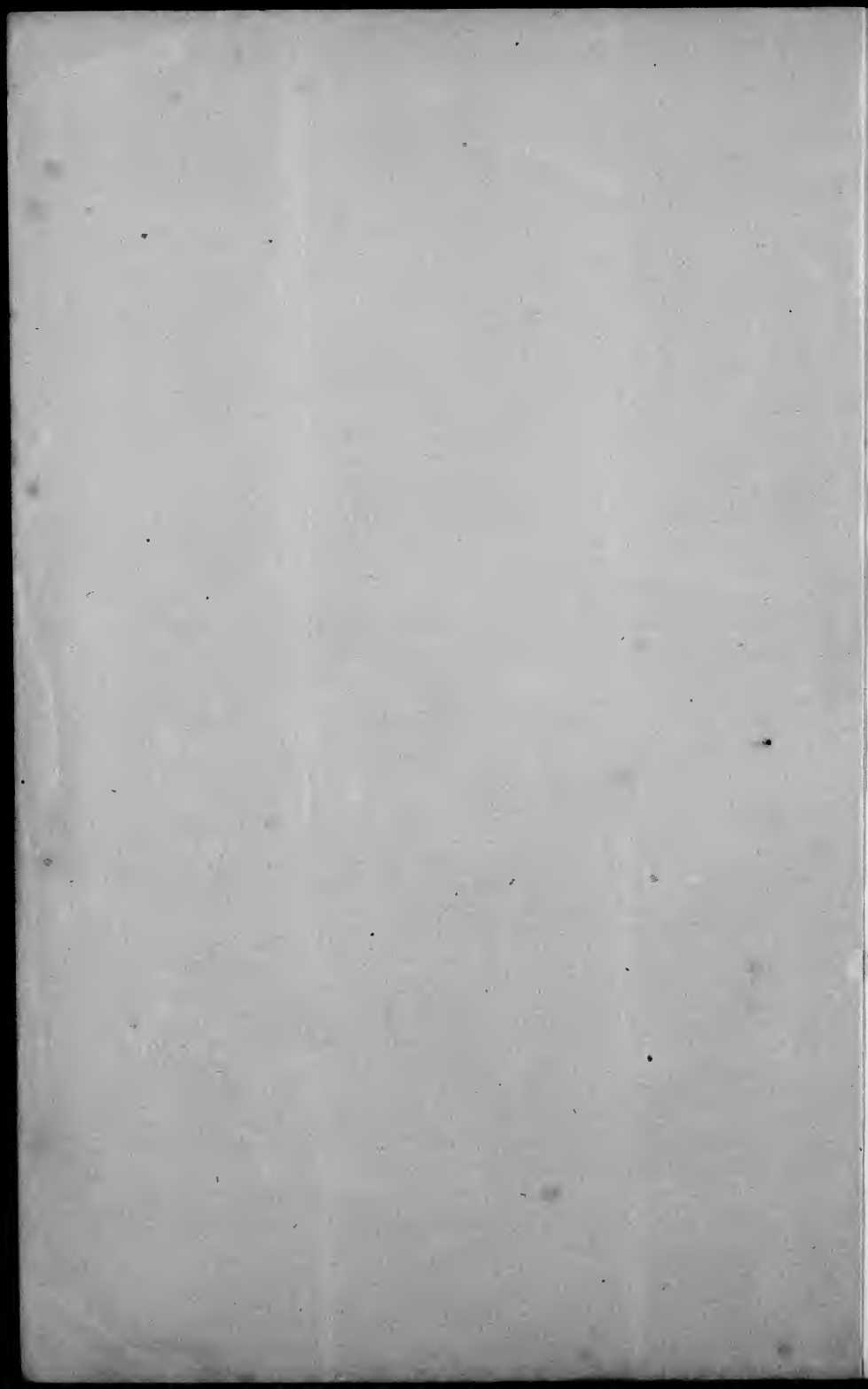
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A REGULATIVE PRINCIPLE IN POLITICS.

IN the history of nations two facts are boldly prominent: First, those governments which establish a regulating principle by which the growth of mind becomes progressive in its development, contribute most to the welfare of their people; second, the unity, greatness, and power of any nation depend upon this principle.

Now this regulating principle always directs a nation's power to the wisest ends; but the nations themselves have been slow in realizing its importance, and yet slower in providing measures for its lively activity among their common people; hence the efficiency of this principle varies with a nation's progress.

Russia, by the emancipation of her serfs, declared that all men must be free. Austria, though long subject and now subject to papal influence, declares that every school, convent,

and monastery within her borders, must be open for public inspection. England declares that she must have commercial relations with the whole world. Germany, too, has caught the spirit of the age, and now declares that every one of her children must spend seven years in the public schools.

In the United States we foster every form of mind-growth, but we neglect the regulating principle. We despise the ignorant man, but we do not educate him. We punish crime, but we do not remove the cause of crime. We make the union of States a vital point of national interest, but we leave out of the Constitution that principle of mind growth which is greater and more fundamental than the union of States, for on this principle the unity of any State depends.

It is, then, one of our constitu-

tional defects, that we neglect scholarship as a director of mind-growth, while as a qualification for legislative ability, scholarship is practically ignored by every American citizen.

As a result of this failure in national legislation, ignorance and fraud, intimidation and violence run riot in many parts of the country, and savage outrage upon peace-loving citizens becomes a glaring fact. This has recently been illustrated in Mississippi, where the Chisholm massacre must forever remain a shocking exponent of those ignorant, lawless communities, destitute alike of culture and of moral principle.

Now, contrast the anarchy of that State with the civil communities of other States, and the contrast shows that where anarchy and terror prevail, there ignorance much more prevails; while among prosperous and law-abiding communities scholarship and moral influence have their greatest power. Thus, ignorance becomes the one great national evil. Education becomes the one great remedy for that evil. Educate, then, the ignorant man, and thus shorten the time that he will sacrifice to passion and to appetite. Ought this evil to be removed? Then the people must be educated.

Again, the dearest privilege and the strongest power of every citizen lies in his right of suffrage. Is it, then, a public necessity for the Constitution to forbid this right to be ignorantly used, or to compel every

voter to have a wise comprehension of his privilege and power? Then an educational qualification for the right of suffrage is also a public necessity. "But," says the grey-haired ignoramus, "will you establish an educational aristocracy, and at the polls deny us that freedom, old and time-honored as our Republic?" Establish an educational aristocracy? Yes, an educational aristocracy. But an aristocracy to which all may become eligible. Deny you your freedom? Yes, deny you your freedom. But a freedom of a most vulgar kind. We would take from you that ignorant use of power by which third-rate politicians make you the innocent tools of their own selfish schemes. But we would give you in return that larger liberty, that nobler freedom, those higher progressive aspirations, which are the riches of the scholar and the choicest treasures of every civil community.

Long, indeed, has the need of a compulsory educational law been felt. Massachusetts loudly declares that laws compelling the prevention of evil are far more reasonable than laws for its punishment. Such laws give to the youthful mind a vigorous, progressive development. They give tone and moral earnestness to every public enterprise. They make scholarship a qualification for legislative ability. They make reason the righteous basis of every national transaction.

When we consider our country's resources, the mixture of her races, and the superiority of cultured, law-abiding communities over those where anarchy and terror are so sadly prevalent, we conclude that our unity as a republic, our power as a people, and our greatness as a nation will be best promoted by estab-

lishing that kind of regulating principle, which more than anything else must contribute to the material, intellectual, and moral well-being of the people, and which, framed into language, reads thus: An Educational Qualification for the Right of Suffrage.

AUTUMN.

THE autumn is here ; the summer is done ;
 More faint shine the beams of the low setting sun ;
 The cool breezes tell of the hastening on
 Of the time when the earth its white mantle must don.

The grapes, which for months have drank the sunshine,
 In rich purple clusters now hang on the vine ;
 And low droop the limbs of the fruit-laden trees,
 As the apples are swung to and fro by the breeze.

The asters, which now so gaily nod,
 And the glowing stalks of the golden-rod,
 Will soon lay by their purple and gold,
 And shivering stand, in the frost and cold.

Soon changed are the leaves to yellow and red,
 And over the ground bright-hued carpets are spread—
 But only to fade ; for the wind passing by,
 Though lightly it treads, leaves them brown and dry.

Many seeds were sown in the hopeful spring,
 Sunshine and rain did the summer bring ;
 And now, full white and in their prime,
 The fields await the harvest time.

To the autumn of life we all must come,
 When the glowing days of summer are done.
 As the seeds have been sown in the early spring,
 So the harvest shall be that our autumn will bring.

THE MYSTERY OF GENIUS.

DEFINE genius never so critically, genius is still *undefined* and *undefinable*. Circumstances may mould the tastes and disposition, but cannot give birth to genius. Industry and perseverance are needful to give it impetus, but cannot be made its synonyms.

The times do not make a man, though such a theory has advocates. There is a name standing among the first on the roll of genius—William Shakespeare. Some say the condition of the English language, the state of society in its civil and religious aspects, made him what he was. It is true that the spirit of the age in which Shakespeare lived, was favorable to his genius; but in that same age lived Beaumont, Fletcher, Jonson, and many others, who shone for a few brief hours, only to fade before the dazzling light of Shakespeare's genius. That light burns clear and clearer, through the mist of years, never to be extinguished.

It is said of Shakespeare, and said truly, "The one inscrutable force which no philosopher can fully explain, is Shakespeare himself." It is impossible, even in this age of wonders, to invent a recipe for making such men. The main-spring of life and motion to the wonderful mechanism of such minds is that mysterious thing, God-given, which we call genius.

Though we may not explain genius, we are quick to recognize it. The great hungry world is the best judge of it. None ever won immortality except from the people. Critics may sneer at a man's work, and condemn it; yet if that work satisfies a waiting, wanting people, it bears the stamp of genius.

Said Michael Angelo to a young sculptor, when asked to judge his work, "The light of the public square will test its value." A score of years ago, two musical artists from the old world made a tour through our country. The one was a great favorite with the critics; the other was denounced as a charlatan. The former was the better versed in the technicalities of his art; the latter, filled with the soul of his art, caught and held the ear of the people. *Vieux Temps* went home, with his "talent and education," and was forgotten. *Ole Bull*, with a genius amounting to inspiration, still charms us with the strains of pathos and of passion springing from his very soul.

The child of genius cannot understand his own powers. They seem something above and beyond him. The effect of his genius is seen and temporal; the cause is unseen and eternal.

The question was once put to Morse: "Is your invention any wonder to you, or is the wonder

worn off?" He replied, "The wonder to me is as fresh and strong as ever. I go into the telegraph office sometimes and watch the operators at their work, and the wonder all comes back; it seems to be set above me. I can hardly realize that it is my work; it seems as if another had done it through me."

Within a certain circumference, man is free; but beyond *that* is God, and man must do his allotted work. God *made* Burns write verses of unsurpassed tenderness and sweetness. Burns *could* also lead a sensual life, but he must write. Raphael was *elected* to paint pictures, Michael Angelo to give life to the cold marble, Haydn and Handel to ravish the ear with harmony; though each had power to make his life beautiful or miserable.

Perhaps in no field is genius *better* displayed than in the field of literature. Pigments will fade; marble will crumble; music is but a burst of harmony and then is gone. Words outlive them all. They are the mystery of mysteries. Some one has called them "the very nothing out of which God spoke creation into being." Thus when the child of genius makes use of words to embody his thought, he comes nearest the workings of the Creator.

An eminent writer says that two gifts must always go to genius: "the thought and the publication." In the first, which is revelation, lies the miracle, and no repetition can make it familiar. It is a message from the heart of God; and he to whom that message comes must give it utterance.

THE VALUE OF IMAGINATION TO THE SCIENTIST.

DURING the infancy of knowledge, imagination was the ruling element in the three great departments of human thought, viz.: Theology, Poetry, and Science. In the theology of to-day its influence is weakened by revelation. In poetry it remains supreme and always must. But in science it is regarded by some as a faculty full of danger. Yet such men as Tyndall, Huxley, Agassiz, and Owen claim that imagin-

ation is a powerful auxiliary in every department of scientific research.

But what is imagination? It is that faculty, guided by reason and judgment, by which we unite the products of experience and observation into new combinations. And what is the work of the scientist? Simply this: The systematic interpretation of nature. Now this work of interpretation is accomplished mainly by means of discovery and

classification. Hence if imagination is valuable to the scientist anywhere, it must be in one or both of these departments of his labor.

If we look at the page of an open book, we find that we can classify every word. We call them nouns, verbs, adjectives, and so on. A noun brings before the mind's eye the picture of some object. The word house brings the picture of a building used for human habitation. Why? Because all through our lives we have distinguished buildings used for this purpose, as houses. And now, at sight or sound of the word, the imagination instantly siezes the two elements, a building and its use, and puts before the mental vision the corresponding picture. If no picture came the word would be utterly meaningless.

We may call nouns one of the word-families. Its characteristic is that it brings to mind the picture of an object. But upon our ability to make the picture, depends our power to classify the word. This ability lies solely in the imagination. Hence without imagination the classification would be absolutely impossible.

In the domain of the botanist the same principle prevails. Every family of plants is characterized by a mental image peculiar to itself. This image the scientist calls the type. The elements of this picture were gathered by observation. The picture itself is the work of the

imagination. Take away this type, and you destroy the possibility of a complete classification. But with the mental picture safe, every flower becomes an embodied thought. Looking behind the flower the scientist sees only the type, and by means of this "second sight," unerringly classifies the plant. In every department of natural history the same law prevails. Hence without imagination classification would be limited to the very few objects which could be brought together before the eye.

The second great department of scientific labor is that of discovery. And here, certainly, imagination is of the utmost value. "Indeed," says Porter, "without an active imagination philosophical invention and discovery are impossible," for "to invent or discover is always to recombine." Trace back the history of the steam engine, and you come to the imaginative brain of James Watt. Trace back the history of any invention, and long before its existence in fact, you find it living in thought. Now the self-same element that renders imagination possible, enables the scientist to discover the laws, conditions, and agencies of nature. For hundreds of years the real motions of the heavenly bodies were involved in mystery. But at length John Kepler, a man of vivid imagination, declared that nothing save elliptical orbits could meet the conditions of the problem. From that moment

half the difficulty was removed. A few years later the fall of an apple cleared up the whole mystery. And the magnificent imagination of Newton, leaping, at a single bound, "from the falling apple to a falling moon," declared the universality of the law of gravity.

But if, in the discovery of laws, imagination is omnipresent, in the discovery of causes it is well-nigh omnipotent. The cause of light long escaped the most careful and delicate experiments. It has lately been discovered by imaginative reasoning. The same power discovered and located planets long before any telescope had revealed them. It has, moreover, laid bare the sources of the lightning's power, and literally compelled the winds to declare whence they come and whither they go.

But all-important as these grand achievements of the imagination

appear, there is another still grander. There is an old and revered story, that tells how a nation once escaped from the bonds of slavery to a rich and fertile promised land. Throughout a long and terrible journey they followed, by day, a guiding cloud. But in the darkness and doubt of night they were kept in the way by a pillar of fire. Thus miraculously led, they at last found freedom, rest, and homes in the promised land. To the true scientist imagination is that pillar of fire. All through the dark night of uncertainty and doubt it shines for him with a clear, unchanging light. Amidst all the errors and blunders of human weakness, it points his way to celestial truth. And out of the shackles of unbelief, it gently leads him, step by step, into the realm of eternal promise, up to the feet of the Great First Cause.

THE CAMPUS.

ONCE more amid these pleasant shades
The passing years have found me;
But time and change have left their touch
On every thing around me.

These waving trees that crowd the walks
Have wider grown and bolder,
And, like the friends of other years,
Are slowly growing older.

The Campus.

I glance within the halls above,
But strangers' faces meet me,
And only here and there I find
A friend who comes to greet me.

Last night I saw the halls re-lit,
And thronged with youth and pleasure;
And hearts and hopes were glowing bright
As stars in purest azure.

But strange were all those hearts to me,—
Those groups so joyous-hearted.
The friends I met in other years
Were all, alas, departed!

Through many varied fields they roam,
Now separated ever;
For some have gone to distant lands,
Some to the bright Forever!

And here I sit and ponder o'er
The days now lost and faded,
And every smile that comes to me
Seems now in sadness shaded.

There's not a breeze with cooling breast
That rustles through the clover,
But whispers softly as it goes:
Our college days are over.

The boughs that wave in every gale,
The leaves that sigh and quiver,
Repeat again the old, old tale:
The past is gone forever.

I know not why these shadows fall
Across my soul's sad portal,
For there are scenes that crowd those years
That make them all immortal.

But memory, as she takes her flight
Into those past dominions,

Comes hovering back into the ark
On sad and drooping pinions.

Farewell! farewell, ye shady walks—
Sad visions that surround me;
For time and change have left their touch
On every thing around me.

—*Ex.*

CAUSES AND EFFECTS OF THE CRUSADES.

HABITS of thought cherished for ages by a nation cannot be eradicated in a moment. When the purely spiritual religion of Christ became by degrees the religion of the Roman Empire, it was tainted by the materialistic spirit of the former religion; especially by a tendency—the characteristic of all heathen religions—of localizing the personal history of the founder of their faith and of ascribing sacred attributes to places associated with his life. Thus it was that Jerusalem—the scene of the Saviour's passion and death—became the cynosure and Mecca of Christendom, whither for centuries pilgrims flocked to show their devotion and to obtain remission of sins. The first important interruption of peaceful pilgrimage was the capture of Jerusalem, in the eleventh century, by the Seljukian Turks. This disaster, aggravated as it was by the wanton cruelty of the conquerors, aroused

a fierce indignation in the hearts of that ignorant and warlike period. "The church of Christ was in the bloody grasp of the infidel." The blind frenzy of the people needed only guidance to hurl itself upon the Moslem hosts. But in the perils and hardships of such an expedition, this enthusiasm would quickly subside. A higher and more binding motive was needed, and was furnished when, at the Council of Clermont, Urban II. gave to the enterprise the solemn sanction of the church.

Thus were inaugurated a series of wars that so greatly affected the destiny and civilization of all Europe. Of these, the underlying causes were ignorance, superstition, and fanatic zeal, based on a misconception or rather an entire disregard of the teachings of Christ, and fanned to a white heat, it may be, by the ambition of princes and prelates. And, doubtless, the war-

like spirit of the age made their accomplishment more possible.

In their object, the establishment of an Eastern kingdom, the Crusades were an utter failure, but they resulted in real and lasting benefits to the world, of which their instigators never dreamed.

With more intimate acquaintance with nations and their productions, a new stimulus was given to commercial enterprise. The sight of the masterpieces of Grecian art awoke emulous longings in the breasts of Western artists; while interchange of thought with other nations aroused Europe to a partial sense of the dignity of the human mind, and enlarged the hitherto contracted sphere of science.

Chivalry became more ennobled by the higher motives offered to the knightly class; as is shown by their vow of poverty, chastity, and defense of the helpless. The political changes wrought by the Crusades were direct and significant. Costly retinues and equipments impover-

ished the nobility, and many of their vassals, serving a higher authority, broke all allegiance; while all were imbued with a restless longing for liberty. King and people, from a common interest, allied themselves against the nobility. And, by degrees, this alliance served to break down the feudal system, to abolish serfdom, and to substitute for irresponsible despotism an equitable system of laws. So that the general political tendency of the Crusades was toward central government and civil liberty. The resources of the church were multiplied and the temporal power of the pope was increased by the necessary assumption of royal prerogatives. But the ascendancy of the church was such as to exalt religious zeal to gloomy fanaticism. With all the baneful effects of the Crusades, through them were developed the germs of all that distinguishes the present with its advancement of culture, from the middle ages which were shrouded in darkness.

WITCHCRAFT.

ACCORDING to history, witchcraft has existed in all ages of the world. Its development in the sixteenth and seventeenth centuries might seem to place it among modern delusions; but history tells us of its existence in the early periods of the

world. So prevalent was witchcraft in the early ages of the world, so opposing to truth and dishonoring to God, that, B. C. 1491, God said, "Thou shalt not suffer a witch to live." So prevalent was the practice of consulting witches that even

Saul, the King of Israel, enquired of the Witch of Endor the limit of his reign. The magicians and astrologers of Egypt, the sorcerers and evil spirits of Palestine, were simply co-ordinate with the subjects of this delusion.

In every case of witchcraft there are two parties, one who claims to be tormented and the other who is considered the tormenter. The subjects of witchcraft have always been young women or girls at a critical period of their development. Women of maturer years have rarely or never been the subjects of this delusion. Men are seldom its subjects, and strong-minded men, never. At the critical age of girlhood, the conscience and mind may become so haunted by viciousness and remorse, that the imagination, infected in its turn, gives outward reality to the image on the inward eye. The case of Theodoric, the murderer of Boëtius and Symmachus, is an illustration of the mind disordered by crime. Theodoric, while eating his dinner, thought he saw in the head of a fish Symmachus grinning at him in a horrible manner; thereupon he took to his bed and died soon after. The conscience of the murderer had become so haunted by the memory of the dreadful cries and appearance of his victim, that in a short time the imagination became diseased by the disordered state of the mind and produced an outward semblance of what existed in the mind. Thus the

mind in an unhealthy state and burdened by remorse may imagine itself tormented by every object which would seem to oppose the crime committed. Likewise, in the mind of the accuser of the witch, there may be found remorse which often takes the outward shape of some Satanic power, or of a human being who is characterized as a witch.

The delusion of witchcraft was formerly common to all classes, now it has for its victims only the ignorant. None thought to question its reality any more than we think to question the laws of gravitation. It was considered heretical in both Catholic and Protestant to deny its existence. Although antagonistic in almost every line of thought and action, yet they were united in persecuting witches. As modern science and liberality have often taught us the true interpretation of the Bible and its application to different ages of the world, so have they taught us the application of its truths in the treatment of the witch, by coming to her aid, by considering her no longer a criminal, and by taking away the terror of the delusion. All the wonderful transactions which the history of witchcraft relates, were believed during the sixteenth and by many even until the eighteenth century. From the fifth century to the seventeenth, witchcraft had so thoroughly permeated the public mind that everything beyond man's comprehension was attributed to the

Devil. Everything that was not readily seen to harmonize with the laws of nature was considered by superstitious minds to be controlled by a supernatural power. Among superstitious people witchcraft soon became a subterfuge for quacks and rogues. If a doctor has a case which baffles his skill, and he fears for his reputation, he immediately calls the minister to exorcise the bewitched. If a cow died suddenly or a horse became lame from some unknown cause, nearly all exclaimed, "It is the work of a witch," and then commences a search for the witch. All disreputable and secluded persons in the vicinity were suspected; they were carefully avoided as well as watched until sufficient evidence had been accumulated to declare the suspected a witch.

Witchcraft in its long reign has suffered much persecution. Its persecutions have not generally arisen from private individuals, but from governmental authority. The earliest persecution against witchcraft occurred in Southern France in the year 1300, where several persons were put to death. Persecution raged against witchcraft in nearly all the nations of Europe; and during the fifteenth century, thousands of witches perished by the foul hand of the persecutor, sustained by the statutes of the different nations. This delusion on our own shores

did not escape a persecution similar to that it had received in the old world, but was met with all the rigidity of which bigoted laws are capable. The execution of nineteen witches in Massachusetts during the year 1692, under Puritanical laws and opinions, is regarded as the most deplorable incident in American history. Enlightened Christianity of to-day can well look back upon her former record with shame. Considering the influence to which they were subject at that age, can we censure them? The Puritans migrated to America when there was hardly a doubt of the reality of witchcraft. They were, doubtless, the purest sect then known; yet it was but common for them to retain many of their errors. Coming out of the remnant of the dark ages, it was impossible for them to bring to this land less of error and more of truth.

The witches during their persecution were not without their advocates. Their advocates, at first, were few and timid, but as light and truth began to dawn, they were bolder and more numerous.

Among those in England who dared to oppose such cruel and useless persecution, were Peter of Abano, Chaucer, and Reginald Scot. In Germany a physician named Wierus fearlessly opposed public opinion by publishing a thorough analysis of the whole subject.

EDITORS' PORTFOLIO.

COLLEGE DEBATING SOCIETIES.

WE have been pleased to notice the zeal which has characterized our two literary societies thus far during the term; both have held unusually interesting meetings, and have received large accessions to their membership. We, who have been here longest, expect to see considerable interest manifested by the societies at the commencement of the fall term, in order that a favorable impression may be made upon the incoming class. Each society presents its most attractive programme, and the several members perform the parts assigned in a creditable manner. Did this interest display itself throughout the year, there would be no need of writing an article of this character; but it is well known that, in the past, a general spirit of apathy has come over both societies as soon as the last Freshman was secured; and that officers and members alike have settled down with an air of self-satisfaction, after their extra exertions, to "rest up" for the next fall's campaign. Such has been the practice in former times, and the question now is: Shall we allow the present interest to die out entirely,

or make an attempt to sustain the meetings during the whole year?

Of the practical value of society work, especially of the debates, to those engaging in it, no question can be raised. Nothing can be of higher importance to a person under a free government like ours, than a good thorough discipline in the art of extemporaneous speaking; and we shall be pardoned if we digress somewhat to speak of the propriety of making debates a part of the college curriculum. The popular mind is constantly agitated by questions of vital interest and practical importance, and no young man can justly claim to be educated without giving a portion of his time and thought to these questions: and for this reason we say that exercises in extemporaneous speaking should be an established part of our college course, the same as any other study. But, says one, should extemporaneous speaking be made compulsory? Why not? is it more distasteful to the ordinary student to be obliged to prepare for a fifteen minutes' debate, than to dig out forty or fifty lines in Sophocles daily, or memorize the formulæ in Calculus? But it was not our intetion to discuss, at length,

this particular phase of our subject. We simply call attention to the matter, hoping that others will take up the discussion and give us the benefit of their ideas through the columns of the *STUDENT*.

That the fruits of our society work have been meager will be apparent if we notice the scarcity of public exercises in the College. For the past three years only one prize debate has taken place. In our catalogue we find that three prizes are offered each year, to the Sophomore class, for excellence in public debate. Why do not classes take advantage of this, and give us the full number of public exercises? Simply because, in the absence of any special training in this department, they feel unable to do credit to themselves or to the institution. We understand, however, that the present Sophomores have arranged their debates for the year, the first of which takes place at the close of the present term. We hope they will carry out the programme in full, and that the public debates will become, hereafter, an established thing.

The question is often asked, How can the interest in the two societies be best maintained? It seems to us that there should exist a greater spirit of rivalry between them, and that any movement towards this end would be a step in the right direction. Why cannot each society hold at least one public meeting every term? This could not do otherwise

than to arouse the activities of the members, each of whom would do his utmost to make the meetings successful. A friendly competition would thus be secured.

One of the societies held a public meeting last term, and all the participants did themselves credit, in the presence of a large and appreciative audience. Will not the other society do the same this term? In other colleges there are frequently prize debates by representatives chosen from the different societies. Let the same be done here.

Finally, we would urge upon the Freshmen the importance of taking an active part, at once, in their respective societies. Graduates have frequently remarked to us that, were they to go over their course again, they would devote much more time to society work, especially to the debates. The present is yours; improve it.

THE NEW BOARD.

As the time is fast approaching when the present editors will bid a final farewell to "editorial life," and surrender the *STUDENT* into the hands of '79, we have thought it advisable to say a few words in regard to the selection of the new Board. Usually this has been delayed until very nearly the close of the term; and, as a consequence, there has always been more or less friction attending the editors' first efforts.

The present Editorial Board does not wish to be understood to advise or dictate in respect to the choice of the new one; but we think that the success of the *STUDENT* in the future demands a modification or change in the present system of elections. Many college papers are published by a Students' Association or stock company, and the editors as well as officers are chosen at a mass meeting of the students; others are conducted by the secret societies; while still others are published by a single class, in which case the editors are chosen by the class directly, or appointed by the Faculty.

At the time when the *STUDENT* was established, college journalism was not so distinctive a feature of American colleges as at present, and a brief existence was prophesied for the *STUDENT*. The Faculty contributed liberally to its financial support at first, as they have continued to do since, reserving the right to nominate all its editors and managers. This plan has been carried out in the main, but not without considerable feeling in respect to the nominations, which seems to increase with each succeeding class. It is evident that society prejudices and wire-pulling will manifest themselves more as the classes become larger, and that the present method of electing editors cannot be practiced much longer. Either the Faculty must appoint the editors direct, and they proceed at once to perform their duties; or the

class must carry on the elections independently of the Faculty. Nothing can be so prejudicial to the interests of the *STUDENT* as this "annual unpleasantness" in relation to choice of editors. Many think that as the class are responsible for the expense of printing, it should make its own choice of business manager, since it depends upon him, chiefly, whether the magazine is a financial success or not. We are inclined to think that the former method of choosing the editors would give better general satisfaction. The question, however, is open to discussion. We would say that if any aspire to a position on the editorial staff, they will repent of their "rash ambition" in "sack-cloth and ashes," by the time they get firmly seated in the editorial chair.

The number of editors should be increased to at least four—most of our exchanges have double that number—and the work apportioned according to the adaptability of each. Everything, from the shortest local to the best literary article, should be critically read before it is sent to the printer; but where there are only two editors this cannot always be done, and hence articles, not unfrequently, are published which do no credit to the magazine or to the writer. Let four of the best men from '79 be placed upon the editorial staff, and, with the generous support which it is sure to receive from the

Alumni and undergraduates, we predict a prosperous future for the STUDENT.

BASE-BALL.

Our interest, as college students, in athletic sports, is far less than it should be. We hardly pretend to sustain any college sport except base-ball. And while other colleges, no larger than our own, support successfully base-ball, foot-ball, and boating, we surely ought not to fail in sustaining the single active athletic organization that we have—the "Base-Ball Association"—in a manner that would do honor to a much larger institution. Our present College nine seem eager to do all in their power to develop, by practice, the material we have; and if they could only have the sympathy and support of all the students, we need not doubt our success. But the mere expression of the desire of success will not bring it. Words are not very valuable currency in the payment of debts; and until the interest of the students is sufficient to place the financial condition of the Association on a firmer basis, we need only look for disappointment. Now what is wanted is that every member of the Freshman class, and the Sophs who have not already, shall connect themselves with the Association, and then, with a little effort, give an impulse toward success which may long be felt. With such an Association there would be

but a very little required from each member, and all would have an interest in its prosperity.

Bates vs. Lewistons.

The first game played by our nine since their organization this fall, was played on the Androscoggin grounds, Saturday forenoon, Oct. 6th. Their opponents were the Lewistons of this city. A large number of errors were made by each side, but the closeness of the score made the game one of considerable interest. The winning run for the Bates was brought in by a hard hit of Wilbur's to left field. Below is the score:

BATES.					
	R.	1B.	P.O.	A.	E.
Sanborn, 1st b.	2	2	11	0	1
Lombard, 3d b.	1	1	2	3	3
Wilbur, c.	2	3	9	2	6
Ranger, 2d b.	1	0	3	2	2
Given, p.	0	0	0	4	0
Lane, l. f.	0	0	0	0	0
Foss, s. s.	1	0	1	2	3
Parsons, r. f.	0	0	1	0	0
Richards, c. f.	0	0	0	0	0
	7	6	27	13	15

LEWISTONS.					
	R.	1B.	P.O.	A.	E.
Minham, c.	1	2	2	2	9
Hanlon, l. f.	1	2	1	1	0
Sawyer, 3d b.	1	1	3	0	2
Stark, 2d b.	1	0	3	7	2
Collins, s. s.	0	0	1	2	1
Bolton, r. f.	0	0	0	0	1
Mahaney, p.	1	0	1	2	0
Lamey, 1st b.	1	1	16	1	3
Seruton, c. f.	0	0	0	0	0
	6	6	27	15	18

Innings	1	2	3	4	5	6	7	8	9
Bates	2	0	0	0	0	3	1	0	1—7
Lewistons	1	0	1	0	1	3	0	0	0—6

Three-base hits—Sawyer 1. Two-base hits—Hanlon 1, Sanborn 1. Double play—Foss and Ranger, 1.

Bates vs. Bowdoins.

As is well known, these nines had not met on the ball field for more than a year, so that considerable interest was manifested in this game. On May 20, 1876, the Bates won a victory over the Bowdoins by a score of 3 to 0. After that time, the Bowdoins, having everything to gain and nothing to lose, challenged the Bates to play at Brunswick, July 3, 1876, which game resulted 4 to 3 in favor of the Bowdoins. Since that time the best efforts of our manager have failed to secure a game with them, until now, after the graduation of '77. The reason of the Bowdoins' disinclination to play, as given by Bowdoin men, was that they did not care to play in the face of evident defeat. But this fall, with more hopes of success, they desired a game, and the Bates Association, not wishing to follow the example set by Bowdoin, and let another year go by without a trial, promptly accepted the challenge. Saturday, Oct. 20, the nines met on the Androscoggin grounds in this city,—the Bowdoins confident of success, the Bates desirous of trying their own strength. Both clubs were supported by large delegations of students. The grounds, owing to recent rains, were not in the best condition, but this did not interfere much with the playing. We give a synopsis of the game below:

First Inning.—Sanborn strikes

out. Lombard strikes fly to Record, out. Wilbur makes a magnificent two-baser into left field. Ranger follows with a base hit, giving Wilbur home. Given obtains first on error, and Ranger takes third on wild throw of Jacobs to second. Ranger and Given score. Buker obtains first on three balls, takes second on error of Jacobs, coming home on safe hit by Foss over short stop. Foss takes home on Parsons' two-base hit to left field. Hoyt obtains first on three balls. Sanborn makes safe hit, which gives Parsons home. Lombard out on fly to third. Bowdoins at bat: Jacobs gets first on error; is afterwards caught napping and put out on first. Smith gets first by safe hit. Phillips out on fly finely taken by Hoyt, who threw to second putting out Smith.

Second Inning.—Wilbur out on first. Ranger gets first by safe hit, and steals second. Given out on foul tip. Buker takes first on three balls. Foss sends a grounder to third, which Potter takes and puts out Ranger who is forced off second. Bowdoins at bat: Phillips out on fly to Parsons. Record struck to pitcher; out on first. Potter sends a grounder to Ranger, which is finely fielded to first, and retires.

Third Inning.—Given obtains first by error. Buker gets first on three balls. Foss knocks a fly to Record, who takes it and puts out Given on second, making a fine double play. Parsons gains first by

error of short stop. Sanborn strikes a foul which is taken by Swett on first. Bowdoins at bat: Maxcy out on a foul fly to Wilbur. Swett retires on three strikes. Hitchcock sent a grounder to Ranger, who fielded it to first, putting out the runner.

Fourth Inning.—Lombard obtains first by safe hit, but is put out at second by a throw of Phillips. Wilbur sends a roller to Record and is put out at first. Ranger sends a grounder to first and retires. Bowdoins at bat: Bourne out on three strikes. Jacobs sends a grounder to Ranger and is put out at first. Smith gains his first by error of Sanborn. Phillips sends a hot grounder to Ranger, who picks it up prettily but throws wild to first. Smith crosses the home plate amid cheers, giving the Bowdoins their first score, but Phillips is cut off at third by a long throw of Sanborn.

Fifth Inning.—Given gets first by safe hit. Buker out on a fly to Record. Foss gets first on Maxcy's error, and Given takes third. Parsons strikes a grounder to Record and is put out on first, and Given scores. Hoyt out on a foul fly to first. Bowdoins at bat: Record is out on a high fly to Parsons. Potter gains first on Given's error. Maxcy obtains first through Hoyt's error, and Potter takes home, making the second and last score for the Bowdoins. Swett strikes out. Hitchcock out on foul fly to Wilbur.

Sixth Inning.—Sanborn sends a swift grounder through third baseman and obtains 1st. Lombard strikes to Record and is put out at first. Wilbur strikes a fly which is captured by center fielder. Ranger sends a roller to first, out. Bowdoins at bat: Bourne out on fly to Ranger. Jacobs out on first by ball fielded by short stop. Smith strikes out.

Seventh Inning.—Given obtains first by wild throw of Phillips. Buker strikes out. Foss makes safe base hit, while Given scores. Parsons out on fly to Phillips. Hoyt strikes a foul which is taken on the bound by third baseman. Bowdoins at bat: Phillips out on a fly to Ranger. Record sends a grounder to second and is put out on first. Potter strikes to Foss, who picks it up and throws wild to first, and Potter passes round to third. Maxcy out on foul bound to Lombard.

Eighth Inning.—Sanborn out by fly to Bourne. Lombard and Wilbur were put out at first by balls from Bourne and Record. Bowdoins at bat: Swett retires on three strikes. Hitchcock obtains first by safe hit, and steals second. Bourne follows with another safe hit, and Hitchcock takes third. Jacobs sends a liner to third, which Lombard takes and puts out Hitchcock, making a fine double play.

Ninth Inning.—Ranger is put out at first by ball from Phillips. Given out on fly to Record. Buker strikes

out. Bowdoins at bat: Bourne knocks a fly to Sanborn. Jacobs sends a grounder to short stop and is put out at first. Smith retires at first by throw from Wilbur.

BATES.

	R.	1B.	P.O.	A.	E.
Sanborn, 1st b.	0	1	10	1	1
Lombard, 3d b.	0	1	4	1	0
Wilbur, c.	1	1	7	1	2
Ranger, 2d b.	1	2	3	4	1
Given, p.	3	1	0	2	2
Baker, 1. f.	1	0	0	0	0
Foss, s. s.	1	2	0	2	1
Parsons, r. f.	1	1	2	0	0
Hoyt, c. f.	0	0	1	0	2
	8	9	27	11	9

BOWDOINS.

	R.	1B.	P.O.	A.	E.				
Jacobs, c.	0	0	4	0	4				
Smith, r. f.	1	1	0	0	0				
Phillips, p.	0	0	1	2	3				
Record, 2d b.	0	0	6	6	1				
Potter, 3d b.	1	0	3	1	1				
Maxcy, c. f.	0	0	1	0	2				
Swett, 1st b.	0	0	11	2	0				
Hitchcock, 1. f.	0	1	0	0	0				
Bourne, s. s.	0	1	1	1	4				
	2	3	27	12	15				
Innings 1	2	3	4	5	6	7	8	9	
Bates 6	0	0	0	1	0	1	0	0	8
Bowdoins 0	0	0	1	1	0	0	0	0	2

Two-base hits—Wilbur 1, Parsons 1. Bases given on called balls—Phillips 5, Given 0. Double plays—Bates: Lombard 1, Hoyt and Ranger 1; Bowdoins: Record 1, Record and Swett 1. Struck out—Bates 3; Bowdoins 6. Time of Game—1 hour 35 minutes. Umpire—H. W. Oakes. Scorers—Bates, F. H. Briggs; Bowdoins, H. B. Wilson.

NOTES.

Perhaps in no more convenient way can support be given our college paper than by patronizing our advertisers, those who want the college trade, and who take this means to express it. The "STUDENT" is our college paper; it belongs to us, as students, to make it a success or failure. Each class in

turn receiving it, is desirous to make the publication in their hands superior to that of the previous year, as a literary and a financial success, and is therefore anxious for the assistance of other classes both in furnishing literary articles and in paying our obligations to those who favor us with their advertisements. Again, only the first-class houses are represented in these advertising pages, and by trading with them you are patronizing the best firms and also in a measure benefiting the magazine which is soon to be yours. We write this item for the especial benefit of the class of '81, who have not yet learned the universal custom of the students. Upper-classmen will please consider this as a reminder of their duty, and we hope that it will have a little influence with the Theologues and Sub-Freshmen.

The new catalogues for 1877-8, have just been issued. They show the College in quite a flourishing condition, although it is somewhat embarrassed financially. Some changes have been made in the various boards of government, and the number of the examining committee has been changed from three to five.

The Faculty has 11 members. The Senior class numbers 19, the Junior 20, the Sophomore 33, the Freshman 52, making a total of 124 pursuing the regular course. In the Theological department the Senior class numbers 6, Middle class 5, and

Junior class 6, or a total of 17, which together with those in the regular course makes the number of students at our College, 141.

The requirements for admission and the courses of study are about the same as last year. The needs of the College as stated in the catalogue are only too apparent. As the number of students increase, the necessity of more buildings and more suitable appliances none will deny. The lack of dormitories is breaking up the bond of college life, which is one of the most important means of education given the college student; and the lack of endowed professorships restricts elective courses of study. We hope that ere long these wants may all be supplied.

The annual Prize Declamations of the first division of the Freshman class occurred at the College Chapel, Friday evening, Oct. 19th. Music was furnished by Ballard's Orchestra. Prayer was offered by Rev. A. P. Tinker of Auburn. Prof. Hayes presided. Below is the programme:

- | | |
|------------------------------|----------------------|
| MUSIC. | |
| PRAYER. | |
| MUSIC. | |
| 1. Eulogy on Charles Sumner. | Curtis. |
| | Daniel McGillicuddy. |
| 2. The Exiles of Acadia. | Longfellow. |
| | Miss E. J. Clark. |
| 3. A Vision of Battle. | Dobell. |
| | W. F. Gilman. |
| MUSIC. | |
| 4. America. | Phillips. |
| | C. W. Williams. |
| 5. Extract from Winthrop. | |
| | H. E. Foss. |
| 6. The Hungarian Revolution. | Kossuth. |
| | G. E. Lowden. |
| MUSIC. | |
| 7. Poetry in War. | Robertson. |
| | W. J. Brown. |
| 8. Extract from Fitch. | |
| | W. S. Hoyt. |

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|-------------------------------|------------------------|------------------|
| 9. Death of Hamilton. | Nott. | E. D. Rowell. |
| | MUSIC. | |
| 10. MacLaine's Child. | Mackey. | J. F. Shattuck. |
| 11. Eulogy on Daniel Webster. | Clark. | E. T. Pitts. |
| | | F. A. Twitchell. |
| 12. The March of Mind. | Loffland. | |
| | MUSIC. | |
| | Decision of Committee. | |
| | BENEDICTION. | |

The selections were all good, and were given in a manner creditable to the class. The Committee of Award selected Brown and Pitts to compete for the prize along with the last division.

Until too late for our last issue, we forgot the second chess game between Bates and Colby, which resulted in a victory for the latter, as seen below. The first game was won by Bates, Colby having resigned on the nineteenth move. The match is now closed and is therefore drawn.

COLBY—WHITE.

1. P—K 4
2. Kt—K B 3
3. P—Q 4
4. B—Q B 4
5. Castles.
6. P—Q B 3
7. Q Kt takes P
8. Q B—K Kt 5
9. B—K R 4
10. B—K Kt 3
11. Q Kt—Q 5
12. Q—Q Kt 3
13. Q takes B
14. Q—K R 5
15. B—K 2
16. K B—K Kt 2
17. P—Q Kt 4
18. P—Q R 4
19. P—Q R 5
20. P takes B
21. P takes B P
22. Q takes K Kt P
23. P takes Kt
24. Q—K 3 (ch)
25. Q R—Q sq.
26. Q—K 6 (ch)
27. P takes Q (ch)
28. R takes P (ch)
29. R—Q 5 (ch)
30. R takes R P
31. P—K B 3
32. P takes P (dis. ch)
33. P takes R

BATES—BLACK.

1. P—K 4
2. Kt—Q B 3
3. P takes P
4. B—Q B 4
5. P—Q 3
6. P takes P
7. K Kt—K 2
8. P—K B 3
9. P—K Kt 4
10. B—K Kt 5
11. K Kt—K Kt 3
12. B takes Kt
13. R—K B sq.
14. Q—Q 2
15. Q Kt—Q 5
16. Q—K B 2
17. B—Q Kt 3
18. P—K B 4
19. P takes B
20. Kt—Q Kt 4
21. Kt takes P
22. Kt takes Kt
23. Q—K B 4
24. K—Q 2
25. P—K R 4
26. Q takes Q
27. K takes P
28. K—B 4
29. K—B 3
30. R—K R sq.
31. R takes R
32. K—Kt 4
33. K takes P

34. R—Q R sq.
35. B—K B 2
36. P—Q Kt 5
37. R—R 4
38. P—K Kt 4 (ch)
39. B—K sq.
40. R—Q 4
41. P—R 4
42. B—Q 2
43. P—R 5 (ch)
44. R takes R
45. P—Kt 5
46. B—Q B 3
47. K—B 2
48. K—K 3
49. P—Kt 6 (ch)

- Kt—K 2
- P—R 3
- P—R 4
- Kt—Q 4
- K—Kt 3
- P—Kt 3
- R—Q sq.
- R—Q 2
- Kt—K B 3
- K—B 2
- Kt takes R
- P—R 5
- P—R 6
- Kt—B sq.
- Kt—K 3

Bates resigned.

EXCHANGES.

Our table is literally loaded, this month, with college publications, some of which are new-comers inviting an exchange, others are old and always welcome visitors. Several, we notice, on coming into new hands, have changed their form and dress, usually for the better. Among these, the *Tufts Collegian* is printed in a smaller and more convenient form.

The *Wittenberger* has changed its style entirely, and is now published in magazine form; it is clothed in a cover of indescribable color, which we do not admire. The character of the contents remains about the same as before.

The *Lafayette College Journal* has also adopted a new cover, which is very pretty, but of altogether too heavy paper. It contains no essays, but devotes its whole space to items of local interest, and a good portion to personal notes.

The *Bowdoin Orient* criticises our poetry. It also has a poem containing this sentiment: "But a heap of school-books, old and torn;" and "that is all" the idea which that production contains. The *Orient's*

editorials are often of a braggart and egotistical style. We would remind them, as they do the *Cornell Era*, that Bowdoin "is not the center of the universe."

After one or two unsuccessful attempts, we have at last obtained a copy of the *Round Table*, published by the *Archæan Union*, of Beloit College. It is quite a neat sheet, but does not give as much room to editorial productions as would probably be of interest to its subscribers. We have placed its address on our exchange list.

The *College Courier* is another new comer, hailing from Monmouth College, Ill. Welcome! The editors, numbering only two, seem to be faithfully endeavoring to make their publication a true representative of their college and an interesting sheet to their Alumni.

Many times have we searched the pages of the *Georgetown College Journal* for something worthy of notice, but have only met with disappointment. What articles it does contain are on such topics as the history of some old priest or bishop who lived sometime in the Middle Ages, and has never been heard of since and never will again; or a sore-headed article against some one, or some institution which does not support its Catholicism and political views. "Candor compels us to" speak thus plainly. There is no danger, brother, that you will set the North River on fire.

LOCALS.

"I'm *flat*."

"Old Flunker."

Croquet is becoming decidedly unpopular.

The Freshmen have chosen silver-blue as a class color.

The Seniors are taking Logic under Prof. Hayes.

Senior original declamations due Oct. 22; essays in criticism Nov. 12.

Warning to Freshmen: Spike down the windows of your recitation room.

F. H. Wilbur has been admitted to the class of '81, swelling its numbers to 52.

The Freshmen have finished reading Homer's Odyssey, and have begun Herodotus.

Prof.—"Mr. X., what do we get from the destructive distillation of wood?" Mr. X.—"Ashes."

The morning chapel exercises are now held in the smaller chapel, since that is more conveniently heated.

The Sophs in surveying are having considerable practice in field work under the direction of Prof. Rand.

A Freshman Quartette has been organized, consisting of the following members: 1st tenor, J. F. Shattuck; 2d tenor, W. C. Hobbs; 1st bass, C. E. Marr; 2d bass, R. E. Gilkey.

The '81 base-ball nine recently played with the High School nine of this city and beat them by a score of 8 to 1.

A 250-lb. Junior was lately heard to ask the Assistant Librarian for some work on "The Poetry of Mathematics."

The mail carrier leaves the College at 9 o'clock A.M. and 3.30 P.M.; and returning, arrives at 10 A.M. and 4.30 P.M.

W. E. Ranger has resigned the office of Treasurer of the Base-Ball Association, and D. W. Davis, '80, has been elected in his stead.

Chemistry Recitation: Prof.—"What is tartar emetic used for?" Student—"For dyeing, I think." Prof.—"Yes, for *dying* sometimes."

The recent change in the time of the afternoon recitation was a favorable occurrence for the Senior and Sophomore classes, each of which obtained a cut.

The Ladies' Social Circle connected with the Main Street Free Baptist Church gave the College boys a reception and free supper at the Church Vestries, Sept. 28th. The occasion was a very enjoyable one to all who attended. We take the liberty to here express the thanks of the students for the entertainment given.

Prof. in Rhetoricals to Freshmen—"You need not think that because some of your essays are returned untouched, that they are perfect, but that they are too poor to merit remarks or correction."

An endeavor has been made to revive the Foot-Ball Association, and an election of officers has been held with the following result: President, J. W. Hutchins; Secretary, F. D. George; Warden, C. E. Felch; Captains, C. F. Peaslee, A. E. Tuttle.

As the autumn frosts tinge the leaves with various colors, the view of the Campus is very pretty, especially from the summit of Mt. David, where the sight cannot but make one wish that a brother to Parker Hall were erected on the eastern side of the Chapel.

Conundrum proposed by an '81 man: "Why cannot Freshmen make up a recitation from which the class has been excused, by receiving a lecture, as the Sophs do?" That Freshman may not be so desirous for Sophomore lectures when he learns that they are not always very complimentary to the Sophs.

The Eurosophian Literary Society has admitted the following members this term: '79—F. N. Kincaid, W. E. Lane, C. M. Sargent; '80—H. L. Merrill, J. W. Nichols, Misses L. W. Harris and E. H. Sawyer; '81—H. E. Coolidge, H. E. Foss, D. McGillicuddy, J. H. Parsons, W. B. Perkins, W. T. Perkins, E. T. Pitts, C. P. Sanborn. Miss L. W. Harris

and E. T. Pitts have been chosen editors of the society paper.

Scene—Lecture on Mechanics: Prof. is called from the room, requesting the class to proceed with the experiment under discussion, during his absence. . . . Prof. suddenly returns and finds that the class have resolved a part of his apparatus into a rail, on which they are giving a younger member a free ride over tables and benches. House comes down.

The Literary Societies are working with unusual activity this term. The Polymnian has added to its programme a new feature, and now has the monotony of literary exercises broken up by music. It has secured an organ to assist in this department. The society has considerable musical ability, and in this way the interest in the meetings is much increased.

The Polymnian Literary Society has admitted the following members this term: '78—A. M. Flagg; '79—T. J. Bollin; '80—W. B. Ferguson, W. A. Hoyt, H. M. Reynolds; '81—W. J. Brown, O. H. Drake, F. C. Emerson, R. E. Gilkey, W. F. Gilman, W. C. Hobbs, J. E. Holton, W. S. Hoyt, C. E. Marr, C. L. McCleery, B. S. Rideout, H. S. Roberts, J. F. Shattuck, F. A. Twitchell, W. P. White, F. W. Wiggins, Misses E. J. Clark and M. K. Pike. Miss M. K. Pike has been elected to the editorial board of the society paper; and B. S. Rideout, Assistant Librarian.

OTHER COLLEGES.

Pennsylvania College Seniors wear grey plugs.

Princeton College Library now contains 37,000 volumes.

Harvard is to have a new dormitory building, costing \$180,000.

There are 400 colleges in the United States, with 3,700 professors.

Amherst has purchased the Shepard collection of minerals for \$40,000.

Five hundred and twenty-seven students are at Columbia Law School.

Fourteen hundred American graduates attend the German Universities.

It is proposed to make chapel exercises voluntary at Dartmouth this year.

Dartmouth has the award for college exhibits at the Centennial Exposition.

Madison University has now a total endowment of invested funds of \$405,000.

Trinity College is furnishing some five halls for the secret societies of that institution.

Cornell University Navy is in debt \$2,000, and the interest in boating has much abated.

Yale has recently come into a bequest of \$40,000, by the death of Mrs. Caroline M. Street.

Cornell has raised over \$1,300 for the purpose of sending a rowing crew to England.

President White has recently presented Cornell with six hundred medallions of foreign authors.

Oberlin forbids tobacco, liquors, and secret societies,—probably in deference to the ladies in attendance.

An Observatory is to be built at Princeton with a residence for Prof. Young attached, which with instruments is to cost \$25,000.

Vassar College rejoices in the possession of the Witthaus collection of shells, which is valued at \$25,000, and contains 5,000 species and 10,000 varieties.

Oxford University is one thousand years old, and has an annual income of one million dollars. It has a library of five hundred and twenty thousand volumes.

The following is a list of the number of Freshmen at various colleges: Harvard, 252; Yale, 209; Cornell, 147; Princeton, 132; Amherst, 105; Williams, 83; Lafayette, 77; Dartmouth, 70; Bowdoin, 55; Wesleyan, 53; Bates, 52; Colby, 50; University of New York, 50; Hamilton, 50; Smith, 50; Brown, 47; Trinity, 35; Middlebury, 25; Tufts, 20; Marietta, 20; Orono, 13.

CLIPPINGS.

Lecturer—"In those days Physics had no place as a science." Soph (*sotto voce*)—"Blessed were those days."

At the Art Gallery—a Reminiscence: Lady (with catalogue)—"No. 53, 'Eve Tempted.'" Gentleman (desirous to know the painter's name)—"Who by?" Lady (shocked at his ignorance)—"Why, by the Devil, of course!"

At the marriage of an Alabama widower, one of the servants was asked if his master would take a bridal tour. "Dunno, sah; when ole missis's alive he tuk a paddle to 'er; dunno if he take a bridle to de new one or not."

Junior—"I'll bet you can't repeat the Lord's Prayer." Soph—"I'll bet five dollars I can." Junior—"I take the bet; proceed." Soph—"Now I lay me down to sleep—" Junior—"There, there! the money is yours; I didn't think you knew it."

Junior translating—"Et divina opici rodebant carmina mures;" "And the divine songs of the barbarians wore away the walls." The originality of this young man is only equaled by that of a student at a fitting-school, who translated "Hic patriam vendidit aurum," "This one hung up his father by the ear."

Scene in Logic class: Juniora (modestly)—"Professor, in that case would A embrace U?" Prof.—"No, I would embrace U."

Class in Zoölogy. Prof.—"Man has no control over the muscles of his ears, therefore he cannot move them." Promising Senior—"But, Professor, I can move mine." Prof.—"Oh! well, most *jackasses* can." Senior refuses to be comforted.

The Socratic Method is thus irreverently explained by the N. Y. *Times*: S.—"They tell me, O Alcibiades, that you have cut off your dog's tail." A.—"It is true, O Socrates; I did it with my little battle-axe." S.—"What is a dog? Is it not an animal with four legs and a tail?" A.—"You say truly." S.—"Then your dog is not a dog, for it is an animal with four legs, yet without a tail." A.—"I see that I must admit it." S.—"But you will also admit that neither among Greeks, nor yet among barbarians, is there any animal which, having four legs, has no tail." A.—"Again thou sayest what nobody denies of." S.—"How, then, can you claim that you have the very animal which does not exist?" A.—"By Zeus, I make no such claim." S.—"Then you see you have no dog."

PERSONALS.

[Persons possessing information of interest in regard to the whereabouts or positions of the Alumni, will oblige by forwarding the same to the Editors.—Eds.]

'72.—J. A. Jones recently sailed for Europe, and will spend several months in England and Scotland.

'73.—C. H. Davis writes that his health has been much improved by his four years' residence in the West. P. O. address, Prescott, Wis.

'73.—E. R. Angell is Principal of the Academy at Derry, N. H.

'74.—H. H. Acterian, of the last graduating class of Bates Theological School, was ordained and installed pastor of the Free Baptist Church in West Falmouth, Me., on Tuesday, Oct. 16th. The ordination sermon was preached by Prof. Hayes.

'75.—J. H. Hutchins delivered the oration at the annual re-union of the Alumni of the High School, Dover, N. H.

'76.—C. S. Libby, former editor of the STUDENT, is studying law in the office of Frye, Cotton & White in this city.

'76.—Edward Whitney has succeeded J. O. Emerson, '76, as Principal of the High School at Milton Mills, N. H.

'76.—At the Supreme Judicial

Court at Auburn, Oct. 6th, W. C. Leavitt and I. C. Phillips were admitted to practice in the Courts of Maine. Messrs. Leavitt and Phillips are to prosecute their studies still further at the Law School of Boston University.

'77.—E. H. Besse has entered Bates Theological School, and is at present supplying the Free Baptist Church at Sabattus.

'77.—A. W. Potter is teaching the High School at West Waterville.

'77.—N. P. Noble is meeting with excellent success as Principal of the High School at Phillips.

'77.—J. K. Tomlinson has entered Bates Theological School.

'77.—B. T. Hathaway is teaching the High School at Gorham. We were pleased to receive a call from him at our sanctum recently.

'77.—Married, at South Boston, Mass., Sept. 29th, by Rev. B. Minard (formerly of '77), F. F. Phillips, of Lewiston, and Miss Julia A. Lyman, of Colebrook, N. H. P. O. address, Bolton, Mass.

'78.—F. H. Bartlett is filling the position as Classical Teacher in the Portland High School, made vacant by the death of M. A. Way, '74.

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All candidates for advanced standing will be examined in the preparatory studies, and also in those previously pursued by the class they propose to enter, or in other studies equivalent to them.

Certificates of regular dismission will be required from those who have been members of other Colleges.

The regular examinations for admission to College take place on the second Saturday before Commencement, on Tuesday preceding Commencement, and on Saturday preceding the first day of the Fall Term.

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This is a department in the College, established by vote of the corporation July 21, 1870. It occupies Nichols Hall, situated about a quarter of a mile from the College buildings, and is in charge of a special Faculty appointed by the College corporation.

Candidates for admission are required to furnish testimonials of good standing in some Christian church, and to give evidence of their duty to prepare for the gospel ministry, certified by the church of which they are members respectively, or by some ordained minister.

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VOL. V.

NOVEMBER, 1877.

No. 9.

THE
BATES STUDENT.

A MONTHLY MAGAZINE,

Published by the Class of '78.

EDITED BY FRANCIS O. MOWER AND J. WESLEY HUTCHINS.

BUSINESS MANAGER: FRANK H. BRIGGS.

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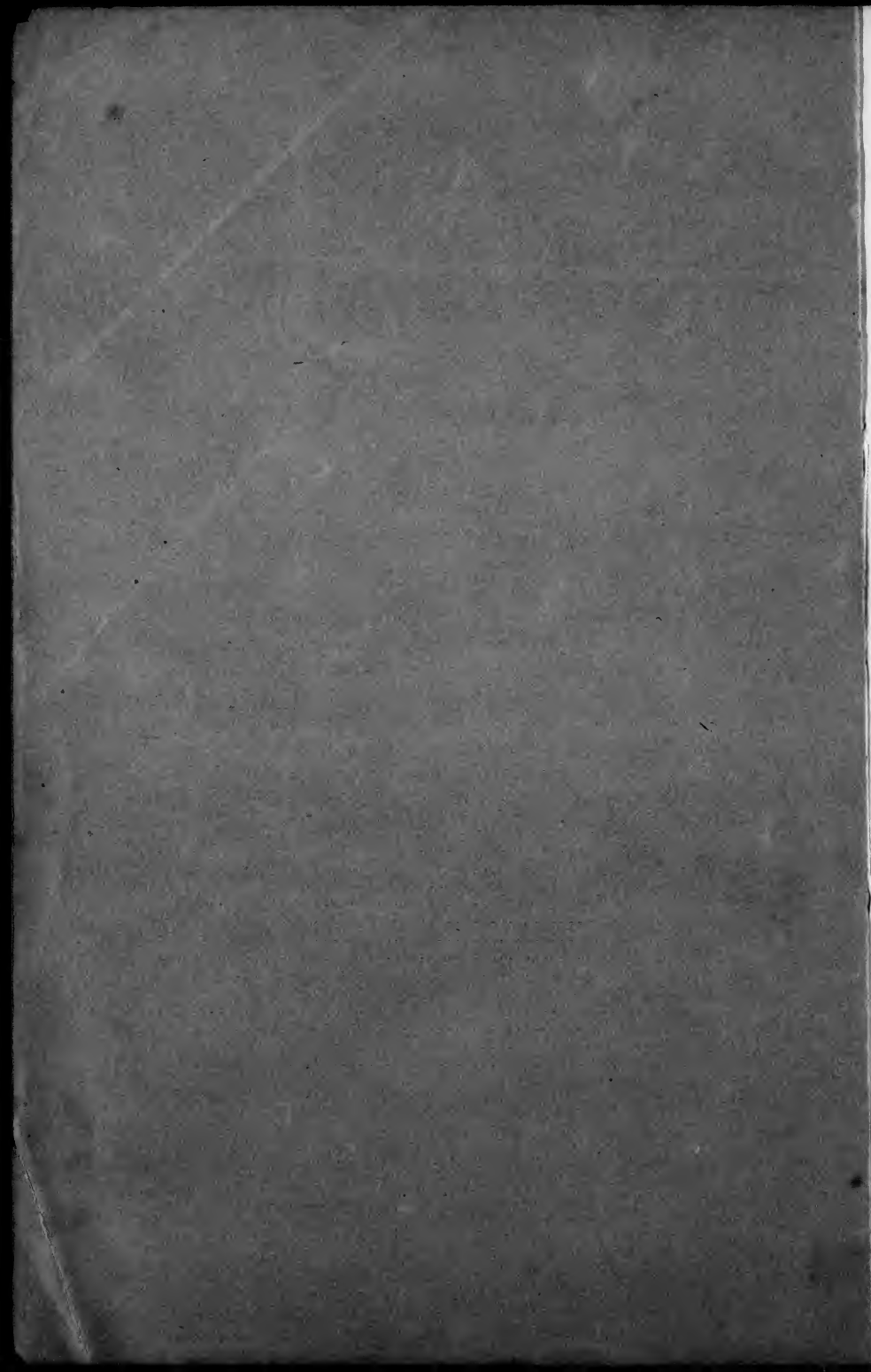
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OUR NATIONAL LITERATURE.

A NATION'S literature is the best revelation of its character. It is the index to national thought, the interpreter of national motives. Whatever is good or bad, creditable or dishonorable, in popular thought and aim,—so far as this is national it is seen in its literature.

A nation's literature is its means of culture. It is the people's educator. It reaches the home and the fireside; it brings companionship to solitude, soothing to pain, diverting thought and rest to wearied minds and bodies; and in these sweet and tender periods of its influence it leaves a peculiar impress and a special blessing.

But alas! its influences are not always salutary. A numerous class of writers, unprincipled in character and depraved in taste, have undertaken to satiate the low popular appetite, and to servilely please the low popular whim. They have flooded the world with their worse than worthless trash, in the hope of

literary distinction; but, instead of reaping literary fame, they have thickly sown the seeds of moral evil in the thoughts and acts of men.

In that same quiet, artful way in which literature visits solitude and assuages grief, it plays with base passion and groveling sense, counterfeiting good and half suggesting evil, until it stifles the voice of conscience and paints the canvas of the mind with the dark colors of sin and crime.

There is, then, incumbent on every author a great responsibility. His words may console sorrow and assuage pain; they may enthroned conscience and give authority to its voice; they may lift the thoughts to the most exalted contemplations and give it to partake of the purest æsthetic joy; or, exciting the baser feelings of human nature, his words may dethrone conscience, enslave virtue, and set at insurrection all the passions of the soul. Need I mention examples? They are every-

where. There is no thoughtful reader but has felt a something in himself responding to the sentiments he is reading; and in artful and unassuming ways he is carried on, until he wakes from his reverie of thought to find that he has been contemplating objects of purity, or indulging the basest passions of his nature.

Here we do not refer to that literature which takes us at once into the deepest mire of immorality, and makes us wallow in revolting filth. Unless we like such reading, knowing at once what it is, we can immediately discard it. From such a class of literature, evil results, to be sure, are to be apprehended; but that class of literature which professes tone and culture, and which laughingly plays with morality and religion, and leads by stealthy and enticing steps to low and servile planes of thinking,—this is the class of literature which we most seriously apprehend, and most intensely fear.

Thus literature cultivates both the moral and the animal natures. Whether the one nature or the other be cultivated, depends upon the class of literature read. With this conclusion in regard to the directions toward which the culture of literature tends, allow us to offer a remark or two, desultory though they may be, upon our own national literature.

Perhaps at the outset we may be met by the obstacle, insurmount-

able were it allowed, that we have no national literature. We remember the scornful interrogatory of Sidney Smith, "Who reads an American book?" We can answer that question now without a sense of shame.

We will not forget the historical labors of Prescott, Motley, and Bancroft. We read that "The classic oratory of Webster, Everett, Calhoun, and Sumner will only perish with the history of their time." Bryant, Longfellow, Whittier, Lowell, Holmes, and Emerson are known for their poetry at home and abroad. In the department of fiction, we have no reason to be ashamed of such names as Cooper, Hawthorne, Irving, and Harriet Beecher Stowe.

The names are few in number, it is true. But who would know of the rise and triumph of liberty in the history both of America and Europe, let him read Motley and Bancroft; who would listen in imagination to the eloquence and logic that rolled back the tide of rebellious sophistry and perpetuated the nation, let him read Webster's reply to Hayne; who would view a pen-painting of colonial chivalry, let him read the tale of the "Grey Old Champion;" or who would observe the pleasing power of well-used language, let him read "Irving's Rainy Sunday in an Inn," from "Bracebridge Hall." We have not many illustrious names in our literature,—we are aware of it. We have had something else to do be-

sides write history; we have had to make it.

We have had to make and save a nation. When we can stop standing on the "ragged edge" of national life and death, and have a breathing spell in which to use our thoughts and imagination, then may we confidently challenge the world for the palm of victory in the realm of literature.

But outside of the class to which we have referred, there is another class of literature to be noticed. The former class will have a permanent existence, the latter class, a momentary one. Although such literature is short-lived and fit to read but once, it is, nevertheless, an influential class and deserves notice. The American mind calls for such literature, and pays for it.

Writers of all kinds, quick to perceive the call, are not less alert to answer it. In this way has arisen that literature which was written yesterday, is flamingly advertised to-day, bought and read to-morrow, and wholly forgotten next week. Though fully aware of not possessing a discriminating power like Addison's, to interpret moral causes and foretell their issues, we feel some of the evil effects of such literature to be so apparent that we should not be guilty of affectation in calling attention to them.

The characteristic of mind such literature is intended to please, and is calculated to increase, is instability. Its devotees are ever fickle,

ever changing. They must have a new hero for every half-hour tale; tragedies and marriages must be freely distributed in about equal quantities; jewelry, revolvers, dirk knives, female scalps, and tomahawks must be lavishly provided throughout the story. It is not strange that this unnameable compound of gush, sentiment, and nonsense could have any other than an injurious effect upon its readers. With an instability of mind, a looseness of morals, a habit of thoughtlessness, and a general ignorance, such literature creates an uneasy, dissatisfied feeling, a contempt for hard, honest labor, and a desire to gain success, not by progressive steps, but by some flash of fortune. It narrows the mind and dwarfs the intellect. It promotes low and dangerous associations, and in a thousand insidious ways helps to overturn the foundations of moral and intellectual character.

The moral feature of the case is the strong popular craving for such reading. The libraries are full of it. It is read by seamstress and laborer, clerk and apprentice. Some read it a little, some a good deal, and many read it altogether. Thus its influence becomes not only damaging, but powerfully damaging; not only a means of bad culture, but a powerful means of bad culture.

It is not worth while for us to ask why it is the people's literature, before we have suggested a remedy for its evils. This remedy is to be

found in an all-pervading education; reaching both the public mind and an education found not only in our the public heart—toning public common schools and colleges, but on morals, moulding public opinion, our lecture platforms and in the and ruling public thought; an education promoted by law and directed by an enlightened every one, and powerful enough to public sentiment; an education move every one.

OUR OLD COLLEGE DAYS.

HOW prompt is the heart to recall all those feelings,
Which boyhood, and youth, and young manhood have known;
How sweet are those mem'ries—Time, in all his rough dealings,
Can never efface them—round our hearts they have grown.
The days of our boyhood, the days of young manhood,
The old college days, round our hearts they have grown.

Methinks I again hear the bell that aroused us
From slumber, to go to the chapel to prayer.
I again hear that bell, as, delightfully tolling,
It called us to "commons," with its rich bill of fare.

But those days have long passed, their pleasures have vanished;
We have struggled with care, discontent, and ennui;
Death has lessened our numbers, from our homes we are banished;
Still our old college days we in retrospect see.

The Latin, the Greek, and the stern Mathematics
With its tangents, and secants, and cosines so true,
Have all passed away, from them we're erratics,—
But our old college days will be always "true blue."

And may we, my friends, as in life's onward journey
We toil for earth's honors, its wealth or its fame,
Ne'er forget, 'midst the bustle of life's hurly-burly,
Our old college days—have they honor or shame.

Some friends there I found—I shall never forget them
Till death throws his dart, and I take my long sleep.

Be they lawyers or doctors, what'er their cognomen,
I wish them all honors,—of riches a heap.

Then may happiness, honors, and pleasures await you,
Ye friends of my youth, as you pleasantly tread
The downhill of life,—may the joys that you once knew,
In the old college days, cluster over each head.

HARMONY OF CULTURE AND RELIGION.

THE importance of culture is generally acknowledged. It is an attainment for which there are many aspirants. The increased attendance on the universities at home and abroad testifies to this fact. Public sentiment has begun to recognize it as an erroneous idea that those who know little are fitted to instruct those who know less. The school-room and the platform, as well as the professions, call for persons of the highest education.

Religion claims to present to man the highest motives for life. If religion is anything, it is everything; therefore, only by its influence can the noblest and broadest culture be obtained; and the reverse is true—if our culture lacks religion it is deprived of those elements of culture which are best and highest.

In regard to the relation of culture to religion, Shairp says: "Culture proposes as its end the carrying of man's nature to its highest perfection, the developing to the full all the capacities of our humanity. If,

then, in this view, humanity be contemplated in its totality, and not in some partial side of it, culture must aim at developing our humanity in its God-ward aspect, as well as its mundane aspect. That is, culture must embrace religion and end in it."

Again, the same writer says: "Religion must embrace culture, first, because it is itself the culture of the highest capacity of our being; and secondly, because, if not partial and blind, it must acknowledge all the other capacities of man's nature as gifts which God has given, and given that man may cultivate them to the utmost, and elevate them by connecting them with the thought of the Giver and the purpose for which He gave them."

The natural relation, therefore, of culture to religion is very intimate; but we find that an unnatural antagonism often exists between them.

Many good people are inclined to look on culture as a door to skepticism. They regard colleges with

suspicion. Scholarship, science, philosophy, and art are associated in their minds with moral deficiencies. Even at a learned ministry they piously shake the head. Consequently they separate piety from culture as from an enemy. On the other hand, men of culture, whose lives are adorned with science and philosophy, loftily refuse to listen to any of the teachings of Christianity. For them the religion of our Lord is too unscientific and common to attract their proud attention. The result of this is that in these two classes there are, as one has well said, "not a few religious men who fear, and not a few scientific men who hope, that the forces of science are too strong for the forces of faith;" and so these forces, instead of helping, oppose each other.

One reason for this antagonism is, undoubtedly, the fact that the religion of our lives, as compared with the true religion which Christ taught and which should be our ideal, is very imperfect.

The conception of Christianity in some cultured minds hardly rises higher than the thought of attendance on meetings, of singing hymns, and of engaging in other devotional exercises. Religion therefore seems to them to be a fanaticism, to which only unbalanced and weak souls can incline. To bend the knee in prayer is lowering the dignity of man, and to study the Holy Scriptures is a waste of time. So, with an aversion akin to disgust, they turn away from

religion. But their distaste arises, not from any fault in religion itself, but from their ignorance of the adaptation of the Gospel to our wants.

We are apt to think that a man has no genuine Christianity except his piety runs in the same groove in which ours runs; but religion is a center which may be approached from many directions, and while the immediate objects of vision to those who approach it will differ, the end will be one.

Christianity presents beauties which the most cultivated may admire. It propounds questions of such importance that even the angels desire to look into them. The religion which Christ founded is complete. Its width and depth are too great for the human mind to measure.

On the other hand, the proper relation of religion to culture may be destroyed by our misconception of the true aim and office of culture. An understanding of all physical and mental science does not constitute the highest degree of culture; for the moral is an essential element of our being, and without it perfection of culture is impossible.

It is not enough to know books, and still be ignorant of the Book of books. The study of science is the study of the agent only. Behind the agent, as its cause, is an Infinite Intelligence, whom to know involves every element of perfect culture.

When an educated mind treats

religion with contempt, it invariably does so through ignorance of the purpose of religion. Men who, like Mill, never think it worth their time to examine the sublime truth of God to see what it contains, leave incomplete the moral side of an otherwise cultured nature. The fault in such cases is not with the intellect but with the heart. The former can understand but the latter will not accept the true moral standard of the gospel. Hence it is difficult in such cases for antagonism to piety not to be felt, and even more difficult for such unsymmetrical culture to come to the feet of Him whose life alone was perfect, and from His pure example learn the true combination of culture and religion.

When the Anderson School of

Science was opened on Penikese Island, Prof. Agassiz proposed the observance of a moment of silence for asking the Divine blessing. In an account of this, one says: "We know of few finer pictures than that one on the island of Penikese, when our acknowledged modern king of science, with bared head and reverent mien, amid the scattered sea-gulls' nests, and the rude gatherings of his projected work, stood with his forty pupils waiting on the Almighty Creator."

Thus, always, when we make religion and culture to include each other, and rear them by the standard of the Great Teacher of truth, their unnatural antagonism will cease, and they will walk together, because they are agreed.

A NATIONAL SYSTEM OF EDUCATION.

HOW can our system of education be improved? is a question of serious import to every earnest educator, and of vital importance to all. Various plans are suggested; but, of them all, none has such distinguishing merits, none so fully deserves the attention of the American people, as does the national. A system in which the nation shall be the head, and which shall be national; a system which shall enable a superintendent of instruction to

look at the clock and say, "At this moment no child over six and under fourteen is loitering in the streets;" a system that shall educate every child, of whatever creed or color,—is not such a system well worthy of profound consideration? We do not wish to detract aught from the system established by our forefathers amid physical wants the most severe, and defended by them against aristocratic enemies and Romanish bigotry. On the contrary, we say,

all honor to a system that has produced such grand results. But are these results what they might have been? We submit that they are not; for although no other nation can claim to have made such rapid progress in physical development as has America, many can justly claim to have outstripped her in intellectual development. Think you that, since America has excelled all other nations in physical development, she could not, had she chosen, have also excelled them in intellectual?

Wherefore has she not? In reply, we hear the Voice of the Past exclaim: "The real and relative progress of America, in education, has been largely hindered by the fact that she has been engaged in physical development; but it has been mainly hindered by the fact that her system has not demanded the education of all." Let America establish such a system as shall educate every child, and we predict that in less than another century she can justly claim to have no superiors and few equals—not only in physical, but also in intellectual and moral development.

Only a century ago, Basedon raised the first war-cry for national education in Germany. Her schools then were,—a few good, some indifferent, most of them bad. He established this one great principle in the German mind, and it has remained firmly established ever since: "That national education is a national duty; that national education is a sacred duty; and that to leave

national education to chance, church, or charity, is a national sin." What Germany is to-day, she owes to this principle and the acting up to it.

Do you say that this is an utterly un-American idea? that German principles cannot be Americanized? Certainly they cannot; but this is not a German principle. It is the broad principle of right and wrong, and has nothing to do with national character or national history. We want education by the nation and for the nation. A man, in these times, who cannot read, is like a blind man; a man who cannot write is like a deaf and dumb man. Are these the men America wants to rear? are these the men America wants to govern her? If not, let her perfect her educational system, that she may have men—high-minded, educated men—to dwell in her midst.

Next to the duty of self-preservation, we believe a nation has no higher, no more sacred duty to fulfill than national education. Let the present century plant this tree, and when it sees how it is spreading its branches wider and wider every year, there will be no slight satisfaction in the thought that it was present when the tree was planted.

He who shall be the founder of such a system in America as shall educate every man—as shall make her scholarship broad and profound, shall deserve well of his country, and no honor that the nation could bestow on him would be too great.

AUTUMN LEAVES.

DRESSED in garments gay and brilliant,
As they hasten to their doom,
Trembling as they downward flutter
To the cold, dark earth, their tomb;
There to lie while envious Winter,
Their bright colors shall consume.

Some are decked in robes of beauty,
While to life they're clinging fast;
They have seen their kindred perish
In the fierce Autumnal blast,
And they still are pleading, praying
That their bright hues long may last.

They are fading, falling, dying,
Stricken by the North Wind's hand;
They are moaning, sobbing, sighing,
'Neath the stroke of Winter's wand;
Severed from the parent branches,—
Evermore a broken band.

REPUBLICANISM IN EUROPE.

SHOULD you ask the average American, Englishman, or German for a model government, each would unhesitatingly point to his own. The German, prejudiced by birth and education, has full faith in the "divine rights of kings." The American, also prejudiced by birth and education, has full faith in a republic as the *ne plus ultra* of human government. He believes that it will supersede the present form of government in every European na-

tion. But does the history of republicanism in Europe justify such a conclusion?

To determine this, we must examine the origin, course, and results of European republics. Political changes in Europe during the last century have created three republics in France and one in Spain. The one in Switzerland existed before. The one in Spain and the first two in France had a like origin and a like end; and, so far as the liberties

of the people were concerned, "the last state was worse than the first." Each was organized in revolution and anarchy, and each likewise terminated in a despotism.

The principles of the French Republic of 1792 reflected not the cool mind of the nation, but the heated passions of a Paris mob. They tended not to build up a republic, but to pull down existing institutions. Their aim was to obtain not so much liberty as equality, and an equality, too, not in accordance with true republican principles; not such as would raise the peasant, but, rather, that other equality that would pull down the lord.

The cry of the mob of 1789 was not so much "Live the Republic," as "Down with the King." Acting upon these principles, the people recognized their greatest statesmen and generals by the simple title "Citizen," but ended by giving them absolute power. Thus France the Republic, with Napoleon as First Consul, and France the Empire, with Napoleon as Emperor, had one and the same government. The clamor for French Republicanism in 1789 was fully satisfied by the Empire in 1804; for, at last, the French people had obtained "equality"—"an equality of submission."

Now, these failures to establish republics prove that many and serious difficulties confront republicanism in Europe. Nor does the fact that Switzerland has constituted and

kept a republican form of government furnish any proof that other nations can do the same. The conditions, making a republic possible there, are wholly or partially wanting in every other European nation. First, Switzerland, as Switzerland, never had a king. Secondly, she had from the first, before she was a nation, the very foundations of republicanism, viz.: personal freedom and local self-government in every community.

Furthermore, the republican experiments in France and Spain prove that a people long accustomed to the rule of kings have great difficulty in ridding themselves of monarchic notions and imbibing republican notions; that a republic, as well as every other form of government, can not establish itself without historic ground-work. Hence these republics were republics only in form and not in principle.

Returning to our first question, Does the history of Republicanism in Europe justify the conclusion that each nation will change its present form of government for a Republic? So far as the examples cited are concerned, every republican must admit that they do not justify such a conclusion. Nor is the present state of European politics much more favorable to the same end. Germany, with her forty millions of people, representing the highest intellect and philosophy of our time, is willingly subject to the rule of a

single mind. England, indeed, has local self-government; yet *she* believes in the "divine rights of kings." France, it is true, *is* a Republic,—but more in name than in spirit. At best, it is only an experiment. Yet, of all nations besides Switzerland, France holds out to our generation the only promise of witnessing a true Republic in Europe. The Republic of 1870 has two important conditions in its favor, that do not exist in the other nations. First, it was the outgrowth of the necessities of the hour. Second, hereditary monarchy, in France, perished with Louis XVI., on the scaffold. That ghost is well laid.

We must remember, however, that this is the same France that has twice voluntarily changed a Republic for an Empire. One will also do well to remember the words of Napoleon III., spoken in the Tuileries, at the birth of his son in 1856.

"I can not forget," said he, "that no prince born in this house has succeeded his father on the throne."

Yet the lover of free institutions sees, in the present state of European nations, much to encourage him. If the form of Republicanism is wanting, its spirit is abroad. The advanced social and intellectual condition of the people, the abolition of serfdom, the greater freedom of opinion, and, above all, the fact now accepted by every government, no matter how despotic in character, that the final appeal is to the people,—show that the right of personal freedom, the right to speak and act within the limits of just laws, and the right to have his opinion regarded, is, at least, conceded to every man. These tendencies show that, if not in our day, at some time, republican *principles*, if not republican *forms*, will prevail in every government.

LEADERS AND LEANERS.

MEN find their level in society by a tacit law of human nature. Public opinion assigns to them positions suited to their ability and worth; not readily, it may be, but in some age all receive their deserts. Nature has, however, made an unequal allotment of mental powers;

to some it has given to realize the heights and depths of human possibilities, to pioneer contemporary thought into unexplored fields of science, to shape the destinies of nations, and, in a word, to stamp their individuality on their own and succeeding ages. There are men

who, at every crisis in human affairs, by their ability and daring, rise superior to the angry buffets of clashing elements, and command the confidence of the world. John Hampden, the impersonation of civil liberty for England; Napoleon, who welded into one effective whole so many discordant elements and caused the monarchs of old conservative Europe to tremble on their thrones; Luther, who saw and dared combat the erroneous tenets of a faith that was wont to crush with iron heel its enemies,—these were true leaders, and, though the dust of ages has gathered on their graves, still inspire the hearts of men to noble deeds. They were master minds and the masses were but their instruments. However, under the term leaders are included not merely the great names of history, but all who, in any circle whatever, hold positions of influence. Humanity resembles a vast army of innumerable officers and gradations, each dependent on a higher order, till a few there are who seem subject to nothing but their own genius.

The temptations of leaders correspond to their position; for the

power that they possess may stimulate evil ambitions and passions from which even the great of earth are not exempt; and that power entails on them a fearful responsibility, not only in public but in private character. They are the ideals of the people, and their principles and habits, whether good or pernicious, are imbibed, and their life is, generally speaking, an index of their age.

Dependence, under certain limits, is necessary and hence right. Without it there would be no organization—the foundation of society and means of all reforms and progress. It should be based on reason, and no worthy leader will demand allegiance before convincing the judgment. How many bloody pages of civil and religious history would never have been written, had the better nature of men been appealed to instead of their prejudices and passions. However, through education and progress, the old law is being reversed, and leaders are becoming representative rather than absolute—servants rather than masters.

EDITORS' PORTFOLIO.

NOTES.

AT length we are able to announce our successors, whose names appear in another column. As a new method has been adopted in the choice of editors, and the number increased from two to four, a few words in regard to the matter may not be out of place.

At a recent meeting of the Executive Board of the College it was decided that the Faculty should appoint the editors independent of any action by the class, but that the class should elect its own business manager. From the experience of the past few years, this plan is thought to be the best one that could be adopted. Much might be said, of course, both in favor of and against this new method of selecting editors, but it is not within our province to discuss it at this time. We think, however, that this plan is a safe one, that it will operate in the interest of the STUDENT, and give better satisfaction from year to year than any other which has been proposed.

As the number of editors has been doubled, it is necessary that the editorial work should be fairly divided, and each have a department especially his own. We would advise the new editors, as soon

as they are comfortably seated in their editorial chairs, to assign to each member of the staff that department for which he is best fitted, and which is most congenial to his taste. In no other way can harmonious and successful work be performed. From our own experience we should say that the work might be very evenly divided by giving to one the Locals and Personals; to another the Exchanges, Clippings, and Other Colleges; to the third Editorial Notes; while the fourth acts as Editor-in-Chief, and soliciting editor.

This advice may seem uncalled for, but we remember our own situation one year ago, and we gratefully received any suggestions which would help us to enter more successfully upon our work. We bespeak for the new editors the support of all the friends of the institution. May they contribute liberally and subscribe copiously.

The Hon. Neal Dow, of Portland, well known as the author of the reform movement in Maine, and as a distinguished temperance orator throughout the United States and England, lectured in the College Chapel, on Tuesday evening, Nov. 13th. President Cheney opened the

exercises by reading of the Scriptures. Prof. Stanley offered prayer. The Senior and Freshman quartettes furnished very appropriate music. The President then introduced the speaker, who delivered an excellent discourse, at once interesting and practical. He alluded to the extensive influence which the students would soon have in moulding the minds of the people in the temperance cause, and that they should be careful to avoid forming any habits of intemperance, to which their student life makes them especially liable. He presented the use of tobacco as a habit productive of tremendous mischief in destroying the health, dulling the perceptions and moral senses. As an argument that the citizens of Maine should put forth every effort in suppressing the liquor traffic, he presented the fact that the success of the reform law in Maine would be looked upon by other States and nations even, as a safe precedent to follow. His lecture throughout was listened to with the deepest interest. His remarks were made very effective by his witty narration of incidents and pointed illustrations.

We are pleased to notice the great improvement which is being made in the appearance of the College Campus by the removal of that ridge of earth lying in the angle of Skinner and Bardwell streets. This ridge, covered with shrubs and charred stumps, has given a very unsightly

appearance to that part of our Campus, and we are glad to see it brought to a grade. P. Maney, contractor and road-builder, is doing the work, and has generously contributed three hundred dollars for this purpose. President Cheney has also given an equal sum to be expended in grading. The earth removed is deposited on the unoccupied land between Hathorn and Nichols Halls, lying next to Skinner street. This property of the College will also be very much improved in appearance. Our grounds already have an extensive area, and when they are properly graded and set out with trees, we shall have a Campus of which we may justly be proud. We hope that measures will be taken another spring to have a large number of trees set out. Especially is it desirable that the vacancies on those portions of the grounds already set, should be filled.

We notice several vacancies directly in front of Parker Hall. New trees should be set here at once before the surrounding ones attain a larger growth. Would it not be well to revive the custom which was formerly practiced here, when the classes had a "dignity day" and each member set out a tree? This was done in the spring of '75, and not only was much enjoyment derived from it, but a large number of thrifty trees now stand on the Campus as the result of that day's work.

In glancing through our exchanges

we find frequent complaints are made as to the manner in which college reading rooms are used, or rather abused. We have thus far refrained from saying anything in regard to our own Reading Room, thinking that the least said about a poorly managed institution the better; but the time has come when there should be a radical change from the past management, and in the general conduct of students while in the room. The new Executive Committee evidently intend to conduct the affairs of the Reading Room according to some plan, and not to have it used for other than legitimate purposes. But they can not do this without the cheerful coöperation of the members of the Association. A reading room well supplied with the leading magazines and periodicals of the day, where the diligent student may go to read and study, is an important factor of any college; but, when it is made a popular rendezvous for students to indulge in every kind of boisterous merriment and display their gymnastic ability, its utility becomes questionable. Our Reading Room was never designed for this latter use, and it is hoped that students will look at the matter in its true light and not trespass upon the rights of others through a total disregard of the "rules and regulations."

A little more care on the part of students would do much towards keeping the room neat and orderly.

The coal-hod would be a much more suitable place of deposit for newspaper wrappers and peanut shucks than the floor; while the table would present a more respectable appearance if the papers and magazines were put in their proper places after they have been read, and not thrown promiscuously into a heap. Another species of viciousness is the mutilation of the papers and magazines; and occasionally a magazine is taken from the room and never returned. But one may say that, as he has bought certain papers, he has the right to destroy, or do whatever he pleases with them. Very well; but they are not his until they have remained in the Reading Room the allotted time and been removed by the person having charge of the matter. The stealing of magazines and monthlies from the room is a contemptibly mean act; for whoever does this is not robbing a single person, but every student in College. We hope in the future if any student is caught in this low species of vandalism, that he will be promptly shown up.

As to the quality of the publications found in our Reading Room we have little to say; we think, however, that several might be dropped from the list and their places supplied with matter which would be more interesting, and more generally read by the average student.

On the evenings of the recent Prize Declamations we noticed that

the stairway leading to the Chapel was lighted by a lamp placed over the Chapel door. We have often experienced the necessity of this when attending society or other meetings of the College. On a dark night it is a perilous adventure to reach the society rooms. A lamp with a good reflector, placed over the Chapel door to remain there, would be a luxury to the society-going students. The cost will be only a trifle; let one be furnished by the societies.

The annual prize declamations of the second and third divisions of the Freshman Class occurred at the College Chapel on the evenings of Oct. 26th and Nov. 6th. On each evening the Chapel was well filled with an attentive audience. Ballard's Orchestra furnished excellent music both evenings. President Cheney presided. Prayer was offered by Rev. G. D. Lindsay of Auburn, and Rev. E. N. Fernald of this city. We give the programme for each division below:

Second Division.

MUSIC.

PRAYER.

1. Extract from Webster. F. W. Wiggin.
 2. Charles Sumner. Carl Schurz. W. P. Curtis.
 3. The Dead Christ. Richter. W. P. White.
- #### MUSIC.
4. The Significance of the Contest. Hillard. O. H. Drake.
 5. Unjust National Acquisition. R. E. Gilkey.
 6. Address to the Revolutionary Soldiers. Breckenridge. R. Robinson.

MUSIC.

7. The World's Progress. B. S. Rideout.
8. The Black Regiment. Dickinson. J. H. Parsons.
9. The Poetry of Enthusiasm. Robertson. H. B. Nevens.

MUSIC.

10. The Loss of the Arctic. H. S. Roberts.
11. The Painter of Seville. Susan Wilson. Miss M. K. Pike.
12. Liberty. George. C. L. McCleery.

MUSIC.

13. Political Corruption. McDuffie. C. P. Sanborn.
14. Examples for Ireland. Neagher. H. E. Coolidge.

MUSIC.

Decision of Committee.
Benediction.

Third Division.

MUSIC.

PRAYER.

1. Life is what we make it. Orville Dewey. W. W. Hayden.
 2. Extract from Baker. H. P. Folsom.
 3. The World's Progress. B. S. Rideout.
- #### MUSIC.
4. Death of A. T. Stewart. Talmage. Oscar Davis.
 5. Taxation of the American Colonies. Burke. F. C. Emerson.
 6. Poetry and War. Robertson. W. J. Brown.

MUSIC.

7. Concord and Lexington. Curtis. G. L. Record.
8. Klepman. W. C. Hobbs.
9. The Painter of Seville. Susan Wilson. Miss M. K. Pike.

MUSIC.

10. Antony over Caesar's Body. Shakespeare. J. E. Holton.
11. Liberty. George. F. H. Wilbur.
12. Incentives to Duty. Sumner. W. B. Perkins.

MUSIC.

13. Treatment of the American Colonies. Lord Chatham. J. H. Goding.
14. Extract from Schiller. F. R. Baker.
15. Eulogy on Daniel Webster. Clark. E. T. Pitts.

MUSIC.

Decision of Committee.
Benediction.

The speaking of the second divis-

ion was good and highly creditable. The Committee of Award selected Miss M. K. Pike and B. S. Rideout to compete for the prize in the third division.

The exercises of the third division were spoken of as being the best given by any Freshman class for several years. Certainly the class possesses excellent talent in this direction. The Committee unanimously agreed in awarding the prize to Miss M. K. Pike, making honorable mention of all the speakers. It is worthy of notice that our committees of award are getting out of the "old ruts," and are disposed to give full credit to the amount of time and study bestowed upon a piece. Heretofore poetry or any dramatic selection has been ruled out as not deserving of a prize, no matter how well it may have been rendered, while the one who was most fortunate in selecting a good "political campaign speech" generally took the prize. We regard this new departure as a step in the right direction.

We are glad that more attention is being paid to elocutionary work in our College, and the exercises this fall show that Tutor Stacy is giving those under his instruction a thorough drill.

BASE-BALL.

The success of our nine in the games played this fall shows that base-ball is still above par here at

Bates, notwithstanding we lost our best players with the departure of '77. We congratulate the nine upon their successes, and trust that that spirit of fault-finding, which has been indulged in by too many students heretofore, has been completely crushed out. Our nine has hardly been supported as it should have been, either by words of praise or contributions to its treasury. Nothing is so injurious to the success of a nine as the continual fault-finding of those who should be its most earnest supporters, and we are glad that this spirit is dying out of late. Certainly, the student who sacrifices personal amusements and devotes his spare hours in helping to develop a strong nine, should have the sympathy of his fellow students. Nor can the base-ball enterprise flourish without some capital to work with, more than any other. Our Association tax is very small indeed compared with that in other colleges, and every student should feel it his duty to join the Base-Ball Association, and thus help to sustain the record which Bates has made during the past two years. The first nine evidently mean to do this if they can only be properly supported. We would remind them, however, that constant practice is the "price of success" in ball-playing, and that faithful work in the Gymnasium next term will have much to do with their success another season. Bowdoin and Colby will both, undoubtedly,

put strong nines into the field, and some very interesting games will probably take place. Let every member of the College, then, take hold and help sustain the interests of the only active Athletic Association which we have among us. We give below an account of our last game for the season.

Bates vs. Pine Trees.

On Saturday, Nov. 3d, our first nine played their last game for the season, at Kent's Hill, Me. The game had been arranged for the week previous, but a light fall of snow prevented its occurrence. Our nine, although a little out of practice, played a good game and did some very safe batting. They were treated with the greatest respect by the Kent's Hill boys, and returned much pleased with the trip.

BATES.

	R.	1B.	P.O.	A.	E.
Sanborn, 1st b.	2	3	9	4	0
Lombard, 3d b.	3	3	2	0	0
Wilbur, c.	3	2	11	0	2
Ranger, 2d b.	1	0	0	0	1
Given, p.	1	2	1	11	0
Buker, l. f.	2	1	0	0	0
Foss, s. s.	3	3	0	3	3
Parsons, r. f.	2	3	3	0	1
Richards, c. f.	2	1	1	0	0
	18	19	27	18	7

PINE TREES.

	R.	1B.	P.O.	A.	E.
Atwood, 1st b.	1	2	17	3	2
Littlefield, s. s.	2	1	0	0	3
Briggs, l. f.	0	0	0	0	1
Whittier, c. f.	0	0	0	3	2
Packard, p.	1	2	2	6	1
French, r. f.	0	1	4	2	0
Emery, c.	0	0	1	0	4
Tibbetts, 3d b.	0	0	3	0	1
Maxwell, 2d b.	0	1	0	2	3
	4	7	27	16	17

Bases given on called balls—Packard 1. Given 1. Struck out—Bates 0, Pine Trees 9. Left on bases—Bates 7, Pine Trees 3. Time of game—2 hours. Umpire—F. Howard, Bates '79. Scorers—Bates, F. H. Briggs, '78; Pine Trees, F. A. Hubbard.

EXCHANGES.

At the beginning of the present volume the *Vassar Miscellany* has changed its character entirely, and is now issued in paper form instead of the magazine quarterly. Doubtless in this style it will be much more convenient for the editors, and can be published with less expense. It will, however, tend to lose its literary nature and become more of a newspaper, which is, in truth, the most fitting use of a college journal, for college *news* three months old is just a little stale.

The *Columbia Spectator* is first-class. It evidently has a board of managers who know their business. It is now published semi-monthly, instead of monthly as last year. It admits no literary themes, but is filled to overflowing with current local topics, communications, etc.

The *Wittenberger* is gradually improving.

The *Chronicle*, from the University of Michigan, shows full as much solid editorial work as any paper we have. The October number has an article containing good ideas on "A Course in Journalism."

The *College Reporter*, from the Maine State College at Orono, usually contains very readable articles. In the last number we notice that on

"Effect of Study on Eyesight," as containing many interesting statistics.

In hardly any exchange that we have do we find articles of so much interest as in the *University Magazine*. The October number contains excellent articles on "Liberal Culture" and "Modern Secret Societies." From that entitled "The Happy Student," we extract the following: "He who does his work to the best of his ability—that is, he who does his work honestly—is, or ought to be, the *happy* student. The performance of our college duties should be the first object kept in view; but the student who discharges these duties merely, and turns his back upon everything else that pertains to college life; the student who forsakes class and society meetings, because he thinks his valuable time would be wasted if thrown away on such follies; the student who cares nothing about the reputation of his college or class in athletic sports; in short, the student who drags through his allotted four years in a listless, mechanical way, who sees nothing of interest connected with his *Alma Mater*, who

will not court the varied joys that cluster in her by-paths—this is not the *happy* student. The student who comes to college merely to have a good time, who thinks a few years of loafing will do him no harm, and who neglects all his sacred duties to carry out his purpose, makes the opposite mistake, and, if anything, a much more serious one. He can scarcely be called the *happy* student, for at times his conscience must sting him when he thinks of the work left undone that should be done. Comrades, there is a happy medium between these two evils; a medium which, if carried out, would promote peace and good-will between the classes, and which would bind into a closer, more lasting union, the members of each class with one another. Let us, then, enter heartily into the spirit of our college duties; let us all be co-workers in the pleasant task of promoting the fame of our *Alma Mater*; let us make for ourselves a name which shall be handed down to succeeding classes as noble, just, and good."

LOCALS.

Who put the plow in the Chapel?
"Amen = Dry up;" so says Prof.
"Not brooms but shovels are
wanted."

The Juniors are solving the mysteries of Chaucer.

Reviews in all departments are vigorously progressing.

The Junior class debate occurred Saturday, November 17th.

"I-hope-we-shall-not-make-the-dog-ashamed-of-our-actions."

Not a member of our first nine uses tobacco in any form. Good boys.

Ask B. what the reaction is when one's foot and a pail of water come in contact.

The Seniors had original declamations before the class, Monday, November 19th.

The Senior Quartette recently serenaded the College ladies.

Prize Debates by members of the Sophomore class occurred Monday, Nov. 19th, and Friday, Nov. 23d.

The Literary Societies did not hold meetings on the evenings of the Freshman Prize Declamations.

Subject for Senior Oration:
"What is to become of Turkey?"
Short Oration—"Eat it next Thursday."

Brown, H. B. Nevens, Strout, all of '81, have joined the Polymnian Society since our last issue.

"Coler gon," was the inscription by which our laundry-man indicated the loss of one of those essentials.

G—, of '80, is discouraged. He thinks that he will not try again to prove to the Prof. that his lexicon and "horse" agree.

Class Secretaries will confer a favor on the STUDENT Editors by furnishing any items of news respecting their own classes.

The Gymnasium has been supplied throughout with new doors of much more serviceable material than those which it formerly possessed.

Amusement of Theologues—the placing of dump-carts across the sidewalks, on dark, stormy nights, for the fun of seeing fellow-Theologues run into them.

All students wishing the December number of the "STUDENT" sent to any other address than Lewiston will please notify the Business Manager, since that number will be issued during vacation.

Daniel Pratt, G. A. T., the illustrious traveler and orator, has recently been in our midst. During his stay he gave the students one of his most thrilling addresses on the

subject, "A Universal College." Music was furnished by a grand chorus of students. He was enthusiastically received, and a liberal contribution was taken for his benefit.

The Rev. Mr. Rowland, of Philadelphia, well known in connection with Y. M. C. Associations, addressed the students on Monday forenoon and afternoon, Nov. 12th.

Why can we not have the halls in the dormitories lighted these dark nights? We think it would raise the standard of morality among their inmates, or at least save the use of many pet expressions.

The following members of '79 constitute the STUDENT Board for the year beginning January 1, 1878: Editors—R. F. Johonnett, E. W. Given, S. C. Mosely, W. E. Ranger. Business Manager—F. Howard.

Imagine the Prof.'s surprise, when, after vigorously questioning for several minutes Mr. L, who is absent from recitation, he discovers that the overcoat of another member of the class is occupying L's accustomed seat.

The Senior class of our Fitting Department, Nichols Latin School, held Prize Declamations at the Main Street Free Baptist Church, Friday evening, November 16th. O. H. Tracy and J. C. Perkins were the fortunate participants.

The Senior class have, at length, made choice of the following officers for the ensuing year: President,

C. E. Hussey; Vice President, A. M. Flag; Secretary, D. M. Benner; Treasurer, A. Gatchell; Orator, M. F. Daggett; Poet, F. O. Mower; Historian, J. W. Hutchins; Prophet, B. S. Hurd; Parting Address, F. H. Bartlett; Chaplain, C. E. Brockway; Odist, E. V. Scribner; Toast-Master, A. M. Flag; Executive Committee, F. H. Briggs, E. B. Vining, J. Q. Adams.

The following, which is a true copy of a schoolboy's essay, was sent us by a Bates pedagogue:

THE FORESTS.

There are four kynds of lumber, Sutch as Spruce, Fur, Hemlock, Ceader, This kynd of groth is called black groth. This kynd is yoused mostly for sutch as Boards, Shingles, Larths, Clarboards, Joice, and Timber for fraiming buildings. and Oak is yoused for ship timber, and Oak is also yoused for shook for Hogshhead. and meny other good youses.

The annual meeting of the Reading Room Association for the election of officers, was holden on Nov. 1st, with the following result: President, F. O. Mower, '78; Vice President, E. W. Given, '79; Secretary and Treasurer, O. H. Drake, '81; Executive Committee, J. W. Hutchins, '78, F. Howard, '79, W. H. Judkins, '80, J. E. Holton, '81. It is proposed to conduct the Reading Room during the coming year in such a manner as to give the greatest advantage to members of the Association and do honor to the College. The best daily and weekly papers are to be placed on the racks, and the most valuable monthly and quarterly magazines furnished.

OTHER COLLEGES.

AMHERST:

The Seniors talk of adopting the cap and gown at Commencement.

The fall games of the Athletic Association will be omitted this year.

About \$300 is annually expended by the Library on foreign periodicals.

Great complaints are made of the loss of numerous articles from the dormitory rooms during vacation.

BOSTON UNIVERSITY:

The Law School opens with an attendance of 150, one of whom is a lady.

Smoking has been prohibited in the School of Medicine; the room hitherto devoted to consumers of the weed being needed for clinics.

DARTMOUTH:

Mr. Moody has been invited to address the students.

Eighty-One has decided to wear the cap and gown.

The Sophomores have decided to allow the Freshmen to carry canes.

The requirements for admission to the Thayer School of Civil Engineering have been raised. Only two terms this year, one of sixteen and one of twenty-two weeks.

HARVARD:

Ninety Freshmen entered without conditions.

The crew have received a chal-

lenge from Columbia, which will soon come up for consideration.

The expenses of the Base-Ball Club for last year were \$2,000. The new officers have been elected, and games arranged with other clubs.

PRINCETON:

There are five new Professors.

Thirty-seven thousand books in the Library.

Women for servants in all the college dormitories.

Princeton has 405 students this year. There are 102 Freshmen in the Academic Department.

UNIVERSITY OF PENNSYLVANIA:

One thousand and twenty-five students enrolled.

The University has opened its doors to women.

Mrs. Barton, of Philadelphia, has given the sum of \$50,000 with which to endow the Rhea Barton Professorship of Surgery.

VASSAR:

The Library now numbers 12,000 volumes.

The number of single rooms has been increased.

Between \$3,000 and \$4,000 have been raised by the Alumnæ.

The studies of music, drawing, and painting are to be raised from a subordinate to an independent position in the curriculum.

YALE:

The Junior Theological class numbers 44.

'78 numbers 131 members; '79, 143; '80, 135; and '81, 134.

One hundred and one students were admitted without conditions.

Two new Professorships have been established—one of the Chinese language and literature, to be filled by Dr. S. W. Williams; the other of American History, to be filled by Franklin B. Dexter, '61, long identified with the college as Secretary, Registrar, and Assistant Librarian.

MISCELLANEOUS:

Roanoke College has 177 students.

Girard College is erecting a new building.

Bowdoin has a college orchestra of fourteen pieces.

There are only two lady students at Wesleyan this year.

Ohio Wesleyan University has four hundred students.

Madison University has now a total endowment of invested funds of \$405,000.

The trustees of the University of Georgia still take a bold stand against secret societies.

The Oxford cap is already fast becoming a stranger among the students of the University of Michigan.

University of Michigan has 149 Freshmen; Union, 65; Dartmouth, 80.

Williams College has a permanent endowment fund of two hundred and ninety-seven thousand dollars.

The average yearly expenditure of students at Lafayette College is stated to be three hundred and fifty dollars.

At the University of New York the last valedictorian was a woman, and the graduate of highest rank was a negro.

The medical department of the University of New York has 183 students—a larger number than ever before.

President White, of Cornell, says that the lady students there stand ten per cent. higher than the gentlemen. Well done, ladies!

The entire Sophomore class of Kenyon College has been suspended for four weeks for hazing. The Princeton Faculty says hazing shall be crushed out.

The Freshmen at Trinity College have been fined five dollars each for engaging in a hat rush, and those who carried the hat lost fifty marks as well, while but one Sophomore has received anything beyond a few words of counsel, the one exception receiving a fine of five dollars and a reduction of fifty marks. (Sharp Faculty.)

An envious paragrapher remarks: "It has been observed that a woman with a diamond ring will scratch her nose, in a given period, four times as often as any other woman.

Junior—"Professor, w-h-a- what do you want me to do with this subject?" Prof.—"Mr. B., you are simply to tell what you know about it. That will not take long, will it?" Junior—"No, sir."

Political Economy: Prof. to Senior—"Mr. M., when is money as a measure uniform?" Mr. M. (sotto voce)—"Thunder! that's the same question he asked me yesterday." Prof.—"Well! you ought to know it, then."

A good story is told of a Quaker volunteer who was in a Virginia skirmish. Coming into pretty close quarters with a secessionist he remarked, "Friend, 'tis very unfortunate, but thee standeth just where I am going to shoot;" and blazing away, down came his man.

We quote from one of several such advertisements in the *Oxford and Cambridge Undergraduates' Journal*, the following: "RAGGETT'S NOURISHING LONDON STOUT, AND GREEN HOP PALE ALE. *Strongly recommended by the Faculty.*" How would this look in an American college journal?

It was very muddy weather when President Hayes visited Rhode Island, and when he went away he carried away about three-fourths of the State on his boots, and had to sit down in Connecticut and let his feet hang over the line, while the despoiled inhabitants scraped off their estates.

Rev. Dr. McCosh tells a story of a negro who prayed that he and his colored brethren might be saved from their "upsettin' sins." "Brudder," said one of his friends at the close of the meeting, "you ain't got de hang ob dat word. It's besettin',

not upsettin.'" "Brudder," replied the other, "if dat's so, its so. But I was prayin' de Lord to save us from de sin ob 'toxication, an' ef dat ain't an upsettin' sin, I dunno what am."

Senior to Freshman, as they stroll along the street at midnight—"How wonderful are the heavens! Only think, it takes thousands of years for the light from some of those dim stars to reach us." Philosophic Freshman—"Yes; but I say, suppose a ray of light has just started from one of those stars, and after it has traveled 1000 years to reach the earth, suppose the earth to be suddenly annihilated—what a terrible disappointment not to find the earth after all! Or, suppose an astronomer traces up a ray of light and finds no star, but only a hole at the end of it, the star having 'gone out' 1000 years before—how unsatisfactory that would be!" Utter collapse of Senior.

A FABLE.—NOT FROM ÆSOP.

In Novus York a felis dwelt
Who unum tempus thought she smelt
A large-sized mus, and statim felt
Inclined to catch him.

Sed hæc poor mus a rat erat
Qui una via ran at that,
And sic his cat jejunos sat
Obliged to watch him.

Et ille rat per alium route
Quod he cognovit soon got out.
Et there relinquit cat, without
Tantum ut "Thank you."

Hic moral est. While think you may
Ut vos are certus of your prey,
He'll fugit by some other way,
And sic outflank you.

PERSONALS.

[Persons possessing information of interest in regard to the whereabouts or positions of the Alumni, will oblige by forwarding the same to the Editors.—EDS.]

'74.—M. A. Way died in Portland, Me., September 25, '77, aged 30 years and 1 month. His disease was gastric-typhoid fever. He was a person of rare scholarly ability, and, as a gentleman and Christian, he bore no reproach of men. After his graduation he was for three years Principal of the High School at Woonsocket, R. I. At the time of his decease he was classical teacher in the Portland High School. We regard his success, as one of New England's best educators, established. The funeral services were at his father's home in Sutton, Vt. There were present many of his old schoolmates and friends of his youth. Rev. Mr. Noyes, his old pastor, spoke words fitting to the occasion. The deceased leaves a wife and infant daughter, who are very deeply afflicted. All who knew him are mourners—all testify to his pure life. None cherish any but the sweetest remembrances of his manly career. Brothers of '74, let us imitate his virtues.

'74.—A. J. Eastman was married to Miss Leah F. Smith, at the Free Baptist Church in West Campton, N. H., Sept. 13th. The ceremony was performed by Rev. W. H. Cutting, assisted by Rev. T. Kenniston. He was ordained and installed pastor of the Free Baptist Church at Steep Falls, Me., Oct. 1st.

'74.—J. H. Hoffman was ordained and installed pastor of the Congregational Church in Henniker, N. H., Aug. 31st.

'75.—N. S. Palmeter has so far recovered his health that he has again taken up his studies in the Bates Theological School.

'76.—W. H. Merryman, who since graduating has been Assistant Principal in Whitestown Seminary, was ordained at Depauville, N. Y., October 7th.

'76.—J. O. Emerson is studying theology at the Yale Divinity School. His Post Office address is 74 West Divinity Hall, New Haven, Conn.

'77.—O. B. Clason, formerly Business Manager of the STUDENT, paid us a visit a few days since.

BATES COLLEGE.

FACULTY OF INSTRUCTION AND GOVERNMENT.

REV. OREN B. CHENEY, D.D.,
President.
REV. JOHN FULLONTON, D.D.,
Prof. of Ecclesiastical History and Pastoral Theology.
JONATHAN Y. STANTON, A.M.,
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VOL. V.

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No. 10.

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A MONTHLY MAGAZINE,

Published by the Class of '78.

EDITED BY FRANCIS O. MOWER AND J. WESLEY HUTCHINS.

BUSINESS MANAGER: FRANK H. BRIGGS.

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How shall man know God and duty? What are the powers, the methods, and the objects of thought? Plato answers, and applies induction, the method of his master, Socrates.

And this key that unlocks the universe, the heaven above and the earth beneath; that from fin of fish and wing of bird, from shell and rock, constructs an alphabet to spell out the name and record of the Almighty,—reveals to him the being of man and the infinity of God.

Plato taught men how to think; Christ taught men how to act. Impelled by the twofold impulse of faith and philosophy, the spiritual ideal, the law of holiness, the vital element in our civilization, has, in its every mode of utterance, revealed itself in living permanency of power. Impressing itself upon Roman law, the source of our civilization; upon scholasticism, the preserver of past and author of modern culture; upon dogma, the iron mould of faith and morals; upon the whole sphere of life,—it unites the intuitions of faith and the deductions of logic, it forms the mechanism of society and infuses it with life. It is a dynamic force that antagonism, friction, decay even, only develops more abundantly.

Christianity, thus vitalized with

God-given energy, though encased in her heavy armor of despotic legalism, paralyzed and enslaved, bound fast to the Procrustean bed of dogmatism through twelve centuries of nightmare and terror, yet remained sound at heart.

In her struggle for supremacy she flung aside the "two-edged sword of Platonism," only to become the slave of dogma; but no dogma, no infallible creed ever revealed to a race its right to be. But the method of Plato—the method of rational, scientific thought, born of a philosophy complete and final, and embracing in one grand conception, God, man, nature—inspired the childhood of our race to embody in its works of art, its cities, its temples, its statues, its paintings,—the ideal of faith and worship. Impressing the skepticism of its youth, it announces its coming manhood, when, freed from the bondage of creed and the bondage of sect, the race shall, in the worship of spiritual ideals, be moulded into sympathy with the God-man.

AMERICAN CULTURE.

IT may be an admitted fact (however humiliating to our national pride) that in much that constitutes a broad, thorough culture, America must acknowledge the Old World's present superiority. But, if there

is any stimulus in hopes bright in the blossom, we need entertain no anxiety for the full, ripe fruition of a cisatlantic scholarship. When we are compelled to accept ten foreign authors as standard to one of our

own, we are quite liable to conclude that the muses are too timid to undertake an ocean voyage. In our impatience, it is not taken into consideration that, in the literary race, we started a long way in the rear. But, although late in setting out, it is by no means obvious that we will be outstripped in reaching the goal.

Since materials give us a foresight of results, we may arrive at a few safe conclusions by comparing the means at the hand of culture in the two continents. It may be claimed that England, or Germany, or France, or Italy, have an inexhaustible treasure in the mines of their past literatures, from which they can enrich the productions of the present and future; but a past literature is valuable only for its ideas, and, since there can be no privileged monopoly of ideas, America has the same accumulated wealth to adorn the work of her hands.

However, more than all else, the composition and life of the nation itself determine the reach, the thoroughness, and the efficiency of its culture. This is clearly attested in the studied, philosophizing literature of plodding, thinking Germany; in the versatile scientific literature of shifting, experimenting France; and in the light, almost ephemeral productions of gay, romantic Italy. Turning to England, one sees less that is individual, and a partial blending of the others. Her literature, like her people, is a harmo-

nious, powerful union. Britain is great in culture, simply because there are Celtic, Saxon, Norman, and Italian threads in the whole warp and woof of the nation's life. It is her boast that her thinkers think for the whole world; and, considering what her composite nationality has wrought, and what her commerce has borne to her and carried from her, we can see that it is not altogether a British conceit.

England is not preëminent in one branch of culture alone, but in many. The several tongues that have contributed to the wealth of her language, and the different races that are mingled in her population, give a diversity to her literature and a ripeness to her culture not attainable by the more secluded nations of the Old World. Outside of Great Britain, everything conspires to make the European nations individual in character, and therefore *sui generis* in their literary attainments. Some one muse may indeed sing with enrapturing melody and in wondrous perfection; but the others, with stammering tongues and inharmonious tones, must in shame remain silent.

In view of these facts, what is the almost inevitable future of American letters? This is emphatically the gathered nation of the world's history. Here is the rendezvous of the races. To look now upon the conglomerate mass, it may to some appear a great, ominous mystery. The gloomy po-

litical economist is frightened at the future, yet he finds the present caring well for itself. The faint-hearted socialist foresees certain ruin tomorrow; still he admits a wonderful progress to-day. So the doubting literary prophet sees only utter annihilation for American culture, yet he concedes that there have been wonderful developments in the past, and that now, even, there is a rapid progression. But to one who will look at the future in the glorious light that the past has achieved, and, by seeing what obstacles weakness has overcome, trust the future to our comparative strength,—to such a one our culture, in grandeur and magnitude, becomes a fixed reality.

Already the mighty energies are at work. The fusion of the world's nationalities is in its furnace heat. The flames threaten destruction, yet it is only their vigorous activity in consuming the dross and precipitating the gold. A hundred years serves only to carry a people's literature out of its infancy; but even in its childhood, we see the buoyancy and activity that indicate a vigorous, well-proportioned manhood.

Another element exerting a wonderful influence upon our culture, is the condition of American society.

Our whole social system strengthened by our political institutions has a tendency toward equality; and with equality there must be competition. This strife is already manifest in our business relations, and only a few years can pass before it must pour its flood into every channel of thought and enterprise. Like our own Mississippi, which, with brimming banks, in its rush to the sea, seeks out and swells every bayou to a river, and by its sediment leaves behind a soil that challenges the world for fertility, with flowers and fruit vying with Eden in beauty and abundance,—so the great deluge of strife, that rushes through our whole national system, will find many courses for its waters, and leaving behind its invigorating influences upon every department of endeavor, will secure a luxuriance of fruitage unknown to more sluggish lands. Culture will reap in these ripened fields well-filled sheaves for herself.

We have endeavored to look at this subject in the clear light of observation and fact. Although the prospect is so hopeful, it must be admitted that culture, here, has mountains of difficulty to scale; but the climbing will strengthen her sinews, and inspire her courage, until, alone on the highest peak, she sees the lesser heights below.

LONGINGS.

I LOVE these deep hills rolling onward and onward,
The green at my feet far away turning grey,
Where the long flying zephyrs their sighings turn songward,
And clouds stoop with kisses the moments they stay,
The purple and gold bed
Of shadows, deep folded,
Rolling and rolling away.

Full knee-deep the grass stands and waves in the meadow,
Where daisies are nodding and nodding heyday,
As calling the clover to come to the shadow
From maples, flung over the brown dusty way,
Dun mists of the morning,
The river banks fawning,
Rising and rolling away.

A whirring of wings with a rapturous trilling,
And down drops the lark from his sun-seeking flight;
The usual chatter of robins; the billing
Of doves in mid-air, as they wheel to alight;
The drowsily dronings
Of bees; but these croonings
Never can make my heart right.

My soul flies along with the beck, from the hill-face,
That winds like a string through the heather away,
To leap o'er the precipice, dash in the mill-race,
Impatient with objects its currents allay;
For a parental face,
For a long, long embrace,
Flowing and flowing away.

I long for a bit of that deep hollow sounding,
The roll on the beach, then the ebbing; the play
Of emerald waves, which in rolling and bounding,
Fling high o'er the rocks and the grasses their spray,
The deep hollow sounding,
The bounding and bounding,
Rolling and rolling away.

I long for a while of it, far heaven meeting:
 The peeps on the rocks in the waters delay;
 The shouts of the fishers the far away greeting;
 The wandering gulls in their void pathless way:
 The far away glimmer
 Of sails, that grow dimmer,
 Sailing and sailing away.

Away and away till the heavens receive them;
 And still they sail on though I cannot see,
 And still do the shoals and the waters deceive them,
 E'en though the blue heavens conceal them from me;
 O, will there be shrinking,
 And danger of sinking,
 When heaven shall envelop me?

I long,—but my soul flies away like the river
 That's coming and going and yet at the sea:
 Nor mountain, nor meadow, nor sunshine can ever
 Persuade the bright river contented to be;
 The longing and glowing,
 Is coming and going,
 Reaching to eternity.

And sometimes I catch just a bit of the sounding,
 The hollow retreating, the ripple, and play,
 A glimpse of the billows, that bounding and bounding,
 Come up to a shore with their white foaming spray;
 A far away glimmer
 Of sails, that grow dimmer,
 Sailing and sailing away.

SHAKESPEARE'S RICHARD III.

IN considering the historical value of Shakespeare's "Life and death of King Richard III.," we meet many difficulties. There is no part of English history, since the conquest, so obscure, uncertain, and contradictory, as that of the wars between the houses of York and Lancaster. Historians differ so widely that it would not be difficult to find some authority for almost any fancy of the poet. This piece

is not a history but a tragedy, and deviations from the accepted account can generally be explained by this fact. We are strongly impressed with the deeds and circumstances of the characters represented, and it is important to see how far our ideas are corroborated by history.

Shakespeare generally gives a correct account of the transactions of the age in which his scenes are laid. The *dramatis personæ* are all historical characters. They generally enter in their proper places, say what might be expected, and act as history reports.

The reader is most deceived in regard to time. From the imprisonment of Clarence to the death of Richard, seven or eight years elapsed; yet, in the drama, it seems hardly as many days. The genius of Shakespeare compresses the events of almost a decade into twenty-four acts.

"Jumping o'er times,
Turning the accomplishments of many years
Into an hourglass."

There is great scope for the imagination in the narration of events which transpired so long before. We must give the poet credit for all he wrote that might have taken place without contradicting the common statement of facts. There are, however, some instances in which he overleaps the boundaries of truth for the sake of effect. For example, Gloster is represented as

wooing Anne by the bier of her father-in-law, and she so far accepts his proposals as to receive a ring. This seems so unnatural that the poet himself exclaims:

"Was ever woman in this humor wooed?
Was ever woman in this humor won,
With curses in her mouth, tears in her eyes,
The bleeding witness of her hatred by?"

History gives no hint of such a meeting, but states that, for some time after the death of Henry, Clarence concealed Anne, and she disguised herself in various ways, in order to elude the search of Gloster. And it is stated that after her capture she did not give her consent to the marriage. It is certain, however, that he feared she would leave him, for he procured the passage of an act of Parliament empowering him to hold full possession of her property, even if she were to divorce him.

We note another instance in Act II., Scene 1. Gloster could not have been present at the reconciliation, as he was at this time commanding the king's forces in the north. He is evidently brought into the play at this point to increase our detestation of his character. Again, Queen Margaret was imprisoned in the tower for five years after the battle of Tewkesbury. Being ransomed at the end of that time by Louis XI., she spent the rest of her life in France. Her introduction is merely for effect, not being founded upon truth. Her terrible curses and

their acknowledged fulfillment give the plot an intensity of interest that could be acquired in no other way.

Besides the deception in regard to time, which is a necessity of tragedy, and in addition to positive misrepresentation, there is a third source of error, viz.: The bad traits of Richard are brought fully to view and even magnified, while his more amiable qualities are concealed; every doubtful circumstance is made to appear against him, and even truth is sacrificed to make him seem a monster of wickedness. For this purpose, "false, perjured, fleeting Clarence" is made the object of our sympathy. The poet would have us believe that he was murdered by assassins hired by Gloster, while, in fact, he was tried and condemned to death by Parliament. Moreover, he leaves us to infer that the difficulty between Richard and Buckingham was occasioned by Richard, who, on account of his avarice, refused the latter the Hereford estate, but it is certain that the full demands of Buckingham were satisfied in this particular. Again, Richard is charged with the murder of his wife and also of King Henry, of which there seems to be no proof. Richard was a man of talents and courage, born at a time when

"England had long been mad, and scarred herself,

The brother blindly shed the brother's blood,
The father rashly slaughtered his own son,
The son, compelled, been butcher to the sire."

He was brought up amid scenes

of commotion, accustomed to witness the most cruel and remorseless conflicts between branches of the same family, and trained to be ambitious, daring and unscrupulous. As might be expected, he became a monster of wickedness. But justice compels us to say that Shakespeare makes him appear even worse than he was. It is seldom that a writer portrays such abominable wickedness in his principal personage, that we do not sympathize with him. It may be said that Milton undeveloped Satan by making him the hero of his poem. But the whole design of Shakespeare's Richard III. is to paint such a fiend that

"Earth gapes, hell burns, fiends roar, saints
pray,
To have him suddenly conveyed from hence."

He succeeds so well that we are relieved when Richmond says "the bloody dog is dead."

We might adduce other instances, but we have brought forward enough to prove that the poet cannot be relied upon in every particular. If we regard history valuable only as it enables us to ascertain what the precise truth of the case is, then Shakespeare is valuable only as a great dramatic poet, and not as a historian. But if the thing most necessary for the purposes of general education is to understand what the story is, in detail, which has generally been received, and to which the allusions of orators, poets, statesmen, and moralists refer—then

Shakespeare is almost indispensable. His narration surpasses that of the historians as a beautiful and elaborate picture surpasses a concise description of the principal points of a landscape. The Duke's personal appearance, his deceit, his unnatural alliance with Anne, the injustice of the execution of Rivers, his artifices for obtaining possession of the government, the feelings of both leaders before the battle, are depicted with a clearness unapproached by any historian. We can not think of the events of those times without emotion. We behold Richard

"Deformed, unfinished, sent before his time
Into this breathing world, scarce half made up,"

hear him speak, perceive his thoughts, and see him most the devil when he seems a saint. We hear Clarence disclose the terrible forebodings of his dream, see him pray God to spare his guiltless

wife and poor children, hear him beg and plead in vain for life. We see the Princes in the Tower

"Girdling one another
Within their alabaster innocent arms:
Their lips four red roses on a stalk,
Which in their summer beauty kissed each other."

We behold hardened, bloody villains

"Melting with tenderness and mild compassion,"

weep like children over their sad work which

"Smothered
The most replenished sweet work of nature,
That, from the prime creation, e'er she framed."

We hear Richard cry in mingled despair and rage,

"A horse! a horse! my kingdom for a horse!"

All seems a reality. Though we cannot rely upon Shakespessare in every particular, yet he teaches us lessons that we can learn from no other master as well.

THE LAND OF DREAMS.

FAR, far away, so strangely far—
Across the seas, beyond the bar;
None but yourself may catch the light
That breaks in golden gleams;
None but yourself behold the sight—
This beauteous Land of Dreams!

A land so real that all beside
Seems tossing like the wav'ring tide;
For there the days are ever clear,
Each wind a soothing gale,

Some doubtful joy is ever near
Your ship about to sail.

A rosy radiance fills its sky,
There birds sing ever far and high,
The nights and days blend quietly,
Glad waking and glad rest,
As heaven's blue melts into the sea,
It's wonders full to test!

So comes the Dream-land spell on all—
It's subtle power may you intrall,
Some day you'll visit Dream-land too,
O happy, happy thought!
Wander its green glades through and through,
Then wake to find it nought.

Yea, nought to all the world may know,
Nought to the outward life and show,
Yet, something they can never give,
Pleasure without a pain,
Something to trust in, and believe—
To lose and find again.

NOTES OF FOREIGN TRAVEL.

THE journey from Paris to Geneva was formerly one of the most fatiguing on the continent, but now there is a direct route by rail and the distance can be traveled in about fourteen hours. Between Culoz and Bellegrade the traveler obtains a fine view of the valley down the river Rhone. The alternate cornfields, vineyards, and forests, with the Alps in the background, present a beautiful and picturesque landscape. He hurries by deep gorges, which the action of the water has cut through the solid

rock; and as the tourist nears Geneva he can but notice the neatness and the apparent thrift of the peasants. Geneva offers attractions which no other city of the same size presents. On account of its position it has been subject to many controversies. Previous to 122 B.C., Geneva is supposed to have formed a part of the territory of the Allobroges, which fact Cæsar mentions in his Commentaries.

About this time it was subjected to the Roman rule, and must have been a town of considerable im-

portance, for there are still to be found relics of the old fortifications, and many ancient coins. There are traces, too, of one of the old Roman towers, so interesting to the antiquarian. Since then its history has been varied, sometimes subjected to the house of Savoie, at others partially or entirely throwing off its yoke in its struggles against oppression. A radical change took place, however, in John Calvin's time. Protestantism gained the ascendancy in 1535, and a year later Geneva dates its existence as a free state. John Calvin, a talented Protestant, arrived in 1536, and for twenty-eight years may be said to have almost ruled the town, for no "affair of state was transacted without his consent." However much glory he may have achieved, there is an indelible stain upon his character, for causing the Spanish physician Servetus to be burnt alive, solely because he professed different views of the Trinity. Much might be said of Geneva's history down to the present time, but let this suffice, while we note a few of the many objects of interest in the town.

Geneva is divided into two unequal parts by the waters of the Rhone, which flow into the lake muddy and discolored, but flow out clear and of a deep azure hue. The quarter on the right bank presents few objects of interest, having few remarkable edifices except the old Protestant church, behind which is the tomb of the seventeen patriots

who fell in the attempted surprise of the town in 1602, and the English church. The Rue Jean-Jacques Rousseau, house No. 69, is where J. J. Rousseau was born. Six bridges are thrown across the Rhone, communicating with the principal parts of the opposite portion of the town. "Near the centre of the long wooden bridge in front of Hotel des Bergnes, is the short suspension bridge, turning to the left at right angles, leading to the Ile Rousseau," a pleasant place to enjoy the coolness of the lake and to obtain a good view of the banks of the river. Here we find a bronze statue of J. J. Rousseau, seated in a contemplative attitude, having a pen in the right hand and a manuscript in the left. This is the work of the celebrated French sculptor, Pradier, and placed here in 1837. From the northern extremity of the bridge of Mount Blanc, we get a view of Mount Blanc with its neighboring peaks.

Crossing the bridge we find ourselves in front of the large National Monument, consisting of two enormous bronze statues. Near at hand is the English Garden, in which are many fine walks and fountains. The principal object of interest, however, is the great *Rilievo* of Mount Blanc. It represents an extent of two hundred and forty-three square leagues, offering to view the chain of Alps from Martigny, Le Buet, St. Gervais, the Col de la Seigne, allée Blanche, valley of Aosta, etc. The summit of Mount Blanc is twenty.

nine inches high, and the Mer de Glace occupies a length of three feet. There are also many trees and houses represented. This *Rilievo* cost its author, M. Séné, ten years' labor, and is considered a wonderful work. The following inscription, "Etienne Séné, fecit commencé en 1835 fini 1845 à Geneve," is found on the side of the work. The Cathedral of St. Peter, "The mother church of the Calvinistic Protestant doctrine," is built on the site of the ancient temple to Apollo. The present edifice, having three large towers, one of which is 130 feet high, was erected in the twelfth and thirteenth centuries entirely in the Gothic style, except the portico, which was added in 1749, and is supported by five immense Corinthian columns. This is of Grecian architecture. The entire absence of all decoration in the interior is contrary to the expectation and former experience of the traveler.

In the ancient chapel of Virgin Mary is the tomb of Duke of Rhovan, a celebrated Protestant leader who fell in the battle of Rhenifeld, Germany.

Our guide points out to us the very chair John Calvin used and the pulpit from which he preached. His remains are in the cemetery of Plain Palais, but where, no one in Geneva can tell, for no monument marks the place. There is an inscription engraved in marble and placed in the wall of the church to his memory. Other objects of in-

terest may be seen here, such as statues of the Apostles, and of church dignitaries of note.

Next we pass through the Arsenal, where we find a fine collection of ancient arms. Opposite the Arsenal is the Hotel de Ville, constructed in the Florentine style, and having a paved stairway winding up so gradually that a horseman or a carriage can easily ascend it. We were shown the room where the arbitrators met to settle the Alabama claims, which event of course makes it doubly interesting to the American traveler. The Common and Grand Council rooms, also the room of the Queen in which is a portrait of Marie, are worthy of notice. In front of this building Servetus was burnt alive by the order of Calvin.

The Academical Museum, Theatre, and Botanical Gardens are very interesting. The Public Library, founded in 1551, by Bonnivard, affords special interest to the lover of history. Here is a large collection of ancient manuscripts and autograph letters of celebrated writers. It is impossible to mention in one short letter a hundredth part that might be said of this interesting city, which, on two important occasions, has taken the lead of all Europe; first, when the voice of John Calvin recalled a great part of Christendom from the Papal sway; and again in 1846, when it was the means of causing the war of the Sonderbund.

EDITORS' PORTFOLIO.

FAREWELL.

"All the world's a stage,
And men and women merely players:
They have their exits and their entrances,"

AND with this issue of the STUDENT the present Editors make their bow and retire from the stage, whereon they have acted their part in the editorial drama. Over our attempts to make the STUDENT the real exponent of Bates, whether they have been successful or not, the curtain falls. We only wish that we could have played our part better.

A short time since we were disposed to hail with "joy unspeakable" the time when we should sit down to write our last editorial: but now it is with some reluctance that we do this. Yes! the experiences and associations of the past year have been for the most part pleasant.

To those who have generously contributed to our columns we extend our heartfelt thanks. To those who have as faithfully promised to do so and then have disappointed us, we wish no harder fate than to run a college magazine for a year and have the same game played on them. We have been on the point of breaking the third commandment just ten times (we publish ten numbers of the magazine during the year), but some one has happened

into our sanctum just in season to prevent it. We will say, however, if any one has an excuse for using strong language occasionally, it is an editor. We forgive those who thus tempted us to sin, hoping that they will not try the patience of succeeding Editors in the same way.

The present Editors have labored earnestly and conscientiously, and they have as strenuously avoided any attempt to raise the character of the STUDENT so much as to utterly discourage their successors; on the other hand care has been taken that the STUDENT lose none of its former excellence while on our hands. If we have reached the golden mean we are more than satisfied.

The financial basis of the STUDENT is now a safe one; and, being the only publication supported here, its circulation must increase each year.

With words of hearty welcome to the incoming Board we unite a sincere wish for their success. The class have acted wisely in increasing the number of Editors. '78 attempted this, but failed to carry out the plan. The little blue STUDENT is too suggestive of the "blues" when there are only two Editors to look after it. We shall ever feel a deep interest in the welfare of the STUDENT, and we hope that its future will be one of un-

usual prosperity. But our editorial work is done, and, as we cross the threshold of the "STUDENT Sanctum" for the last time, we wish our friends a Happy New Year, and reluctantly write—Farewell!

THE STUDY OF HISTORY.

That a large majority of our Bates graduates go forth from the walls of their *Alma Mater* with but very little well-defined historical knowledge, is a fact worthy of careful consideration. This same is doubtless true of the graduates of very many of our colleges, while from articles recently published in several of our leading exchanges, we judge that it is emphatically true in regard to some of them. We do not wish to be understood as finding fault with our present course of study; for we think that it has been carefully selected and well arranged, and that the Faculty endeavor to make the course practical so far as it is possible to do; yet we cannot believe, of the thirty or forty studies in our curriculum, that all should take precedence to the study of history. As the present course is arranged, the first four weeks in the spring term of the Freshman year are devoted to historical study, and this is the only provision made for it during the four years. But it is almost invariably the case that three-fourths of the class are teaching at that time, and thus the real benefits are reduced to a minimum.

We shall not attempt to give in

this article the true basis upon which it should be studied, nor to assign to it a definite space in our course of study, but simply to state the facts in the case as they really exist, in the hope that something more than a passing thought will be given to them, and that the "powers that be" will give the subject due consideration and decide whether history has not claims to a place in the curriculum worthy of recognition.

Of the advantages and real value of historical knowledge to persons in almost every station in life, we need not speak; they are only too obvious. It is especially important for every citizen of a free republic like our own to know something more than that he lives, that he has tasks to perform, that this age is a stirring one; he should understand the lessons which history teaches, that he may the better discharge the duties which he owes to his country and to his fellow-men; he needs to know something of the stirring ages of the past, of the events of great nations, that he may with one hand grasp the past and with the other seize the future in order that the great chain of historical events may not be broken; he should be able from a careful study of history to learn the causes in accordance with which nations have their rise and fall. Nor are we prepared to say that the discipline resulting from the study of a well arranged course in history, would be less

beneficial than that from many studies already taken; to study the history of the overthrow and upbuilding of nations, and deduce valuable lessons therefrom, is discipline of the very best kind. And studies which are at once practical and disciplinary certainly have a double claim upon our attention.

But it may be said that students have ample time outside of their regular studies for historical reading, and that they should acquire their knowledge of history in this way, without making it a regular study of the course. We admit the force of this remark, but experience teaches that the majority of students do not, when the matter is left in their own hands, acquire this knowledge. It is a lamentable fact that so much time is squandered in college which should be devoted to good thorough work in some branch of study; but the student who attempts to map out for himself and pursue a course even of historical reading, would labor under serious disadvantages and make slow progress. Indeed, according to the present arrangement of sixteen exercises per week, the average student finds but very little time for any outside work, whatever. Finally, we need a fixed portion allotted to the study of history, and a teacher of experience to stand before us in the lecture room and display the truths which will animate us to deep research, one whose mind can go back to the days of antiquity and

bring up before us the soul-stirring scenes of what once really existed. In this way would a good foundation for historical knowledge be laid, and the student could further pursue the study with both pleasure and profit.

NOTES.

The unexpected delay in issuing this number of the *STUDENT* is due in part to unavoidable hinderance at the printing office.

Through the kindness of President Cheney, who served as Moderator of the Freewill Baptist General Conference, holden recently at Fairport, N. Y., we have received a copy of the closing address made by him to that body. It consists of a few well-chosen remarks on the present condition and future prospects of the Freewill Baptist denomination.

We bespeak for our successors the hearty support of all the friends of the institution. The names which appear on the editorial staff are a sufficient guarantee that the *STUDENT* will contain articles of unusual interest during the year to come. Nor does an editor thrive on mere expressions of sympathy and goodwill; he needs something more substantial. Well-written pages on topics of general interest are what will cause an editor to "bloom in eternal youth." Let the new Board be well supplied with this kind of material. But above all, do not

promise an article and then fail to send it in on time; to do this is meanness personified.

It seems quite probable that our Reading Room will be kept in better style during the coming year than during the past. We give below a list of the papers and magazines now on file. Others are to be added if finances will warrant:

DAILIES.—*Lewiston Evening Journal*, *Boston Morning Journal*, *Portland Press*, *Boston Herald*, *Auburn Daily Herald*. SEMI-WEEKLIES.—*New York Tribune*, *New York World*, *Chicago Inter-Ocean*, *New York Evening Post*. WEEKLIES.—*Kennebec Journal*, *Gospel Banner*, *Morning Star*, *Maine Standard*, *Christian Union*, *Harper's Weekly*, *The Nation*, *Dover Enquirer*, *New England Journal of Education*, *Religious Intelligencer*, *Dexter Gazette*, *Scientific American*, *Literary World*, *World's Crisis*, *The Independent*, *Bridgton News*, *Rockland Weekly Courier*, *Portland Transcript*. MAGAZINES.—*Harper's Monthly*, *Scribner's Monthly*, *Lippincott's Magazine*, *The Galaxy*, *Atlantic Monthly*, *Phrenological Journal*, *International Review*, *Littell's Living Age*, *Baptist Missionary Magazine*, *The Republic*, *The Folio*.

The work of removing the "accumulated dust of ages" from the rooms on the shady side of Parker Hall is being rapidly carried forward. From what we have ourselves seen, we can affirm that the Prof. did not exaggerate the matter in saying that shovels, not brooms were wanted. We understand that all the rooms are to be cleaned and put in thorough repair during the year, and that measures will be taken to have them kept so. This is a step in the right direction and we hope to see the plan fully carried out.

From some inexplicable cause, very many students, when they come to college, seem to leave behind them every idea of neatness and of pleasant surroundings, and proceed at once to convert their rooms into a receptacle for such a promiscuous collection as is usually found in a common "junk store." We are emphatically of the opinion that students not disposed to take proper care and make a proper use of their rooms should be denied the privilege of rooming in the buildings. This seems the only way in which the evil can be remedied.

We are also pleased to notice that the Gymnasium building is undergoing thorough repairs, and that new pieces of apparatus are to be added to what we already have. It seems now that that "little notice" over the Gymnasium door "forbidding persons to trespass, etc.," might well be taken down, and that a surer preventative to the misuse and destruction of the apparatus would be to keep the building securely locked except at such times as shall be found most convenient for regular gymnasium practice.

The Sophomore Prize Debates, which have so often resulted in failure, were holden this year with considerable success. The debate of the first division occurred Monday evening, Nov. 19th; that of the second division, Friday evening, Nov. 23d. At both exercises President Cheney presided. The Senior Quar-

tette furnished music. The absence of Mr. Hurd, 1st tenor, was supplied by Shattuck, '81. We append the two programmes :

First Division.

MUSIC.
PRAYER.
MUSIC.

DEBATE.

QUESTION.—*Do the New England Colleges devote too much time to the study of Latin and Greek ?*

AFF.	NEG.
O. C. TARBOX.	Miss L. W. HARRIS.
R. C. GILBERT.	J. F. PARSONS.
* M. T. NEWTON.	J. H. HEALD.

MUSIC.
Award of Prize.
Benediction.

*Excused.

The affirmative argued that the modern demand of studies is to give scientific information and practical foundation for life, not polish; that pure ideas, deep thought and fluency of speech as well cultivated by modern languages, and accuracy as well by the exact sciences.

The negatives maintained that classics must be studied to understand ancient and modern literature and its mythology; that classics are the chief avenue to ancient history; that they awaken fresher and more noble thoughts, better discipline the mind to keen observation and reasoning, give fundamental truths and a greater breadth of culture, purity of conception, fluency of speech, and better habits of study than any other studies can; that the value of classics is proved by their age and long esteemed worth.

The prize was awarded to J. H. Heald.

Second Division.

MUSIC.
PRAYER.
MUSIC.

DEBATE.

QUESTION.—*Resolved, That Great Britain has a better claim than the United States to be considered a nation of the first rank.*

AFF.	NEG.
Miss E. H. SAWYER.	I. F. FRISBEE.
W. H. JUDKINS.	C. B. RANKIN.
H. L. MERRILL.	*A. A. BEAN.

MUSIC.
Award of Prize.
Benediction.

*Excused.

The affirmatives maintained the better claim of Great Britain to superiority because of its greater advancement in literature and science, its sounder commerce, its more systematic government and favorable location, its greater area of serviceable land, larger population, more complete school system, more developed culture and education, vastly superior universities, greater wealth and power among nations, more competent army and navy, greater protection and liberty given its people.

The negatives argued that the American school system, which is the foundation of our government, is superior; that the greater progress and growth of the United States' industries attests its greater life and energy; that its mineral and native wealth is superior; that its government is better, and the laws of justice and society better administered.

The prize was awarded to W. H. Judkins.

The exercises of both divisions

were highly commended by the Committees of Award, and the arguments declared of a much higher order than such debates usually present. The second and third divisions hold debates next term.

MANAGER'S NOTE.

Before retiring from the management of the *STUDENT*, we desire to thank all those who have coöperated with us in our labors.

We wish especially to acknowledge the courtesy and promptness of those who have had charge of our work at the *Journal* office.

We are indebted to the business men of Leviston and Auburn, who, even during "hard times," have so willingly filled our advertising columns. While it has been a favor to us, we trust it has not been without profit to them.

To the class of '78 we would say that we wish we could have served them more efficiently. We are conscious of mistakes, but for them we ask indulgence.

Considering the embarrassing circumstances under which we commenced our work, we feel that the class has given us as hearty support as could be expected.

To the Manager of '79 we extend our best wishes. With the entire confidence and support of his class, we are confident that the *STUDENT* will improve under his management.

F. H. B.

EXCHANGES.

As we for the last time sit down with our exchanges before us, it is not with feelings akin to gladness alone, for our relations have in many respects been of the most pleasant nature. During the year we have suffered not at all from harsh criticisms, for in nearly every instance we have received quite favorable mention.

To our exchanges we owe an apology for our frequent negligence in this department, occasioned by the press of other work; but now that the incoming Board is double the size of the present, we hope and doubt not that those journals which merit criticism, and which we should have been glad to notice, will receive their due mention.

From our perusal of these numberless sheets we have obtained an acquaintance and knowledge of other colleges, their methods of instruction, the relations of their Professors and students, and had awakened within us an interest in the welfare of American colleges before unthought of. We trust that your future criticism of the *STUDENT* will be as just and honest as in the past.

The *Volante*, from the University of Chicago, is a paper that is always alive and wide awake. But why does it not use better paper? The quality of that upon which it is now printed is poor, and in color still poorer. Otherwise it is one of our best exchanges. The November

number contains an excellent article on "Oratory—How Improved." It gives many valuable hints and would do credit to any publication.

The *Carthaginian*, from Carthage, Ill., we have received for the first time. We are attracted to it because it is in character so much like ourselves. The article on "Meteorology" is the only one which we have had opportunity to read; its thoughts are deep and very interesting. Put in a little more local, brother.

The *College Echo*, from the College of the City of New York, has hardly a superior. In typography it is first-class, and in quality of matter is not less. "The Question of Specialties" is very ably discussed in the November number, and the many disadvantages derived from the general culture given by the regular college course before taking professional studies well presented.

The *College Mercury* is short and sweet. It is published semi-monthly. Although it does not claim to be in the first rank, it always contains some valuable articles. That entitled "The True Province of the American College" has many good ideas on the physical, mental and moral training in our colleges and universities.

With much interest have we noticed the numerous complimentary notices of the *Colby Echo*, both because it is a near neighbor and because it merits the highest praise. It is one of our neatest exchanges, and its articles, both editorial and

literary, are always readable. The article on "Crutches" contains many thoughts very appropriate to a college paper. Among its notes on Other Colleges, we notice the following: "Bates has the honor of the first lady graduate.—*Amherst Student*. Has it?" Most assuredly the above is a fact. Miss Maria Wheelwright Mitchell graduated from Bates in the class of '69. She is the first lady who has the honor of having completed and received a diploma from the full classical course at any college in New England.

Below is a list of our exchanges :

Cornell Era, *Alumni Journal*, *Yale Literary Magazine*, *Targum*, *University Herald*, *Packer Quarterly*, *Harvard Advocate*, *Hesperian Student*, *Brunonian*, *College Olio*, *Madisonensis*, *University Press*, *Oxford and Cambridge Undergraduates' Journal*, *Trinity Tablet*, *Chronicle*, *Denison Collegian*, *Bowdoin Orient*, *Capitol*, *Alabama University Monthly*, *Archangel*, *College Journal*, *Crimson*, *Transcript*, *Niagara Index*, *University Review*, *Tyro*, *Aurora*, *College Mercury*, *Amherst Student*, *Dartmouth*, *Lewiston Weekly Gazette*, *American Newspaper Reporter*, *Alfred Student*, *Irving Union*, *Vassar Miscellany*, *Argosy*, *University Monthly*, *Tyro* (Canadian Lit. Ins.), *Tripod*, *Central Collegian*, *News*, *Golden Sheaf*, *Undergraduate*, *College Reporter*, *Boston University Beacon*, *Nassau Literary Magazine*, *Pennsylvania College Monthly*, *Wittenberger*, *Yale Record*, *Wabash*, *Besom*, *Ingham Circle*, *Rochester Campus*, *Williams Athenæum*, *Hamilton Literary Monthly*, *Neoterian*, *Cheltenham Record*, *Montpelierian*, *Oberlin Review*, *Dalhousie Gazette*, *Berkeleyan*, *Collegiate Journal*, *Acta Columbiana*, *Colby Echo*, *University Magazine*, *School and Home*, *Aurora* (Iowa Agri. Coll.), *Bureau of Education*, *Columbia Spectator*, *Jewel*, *Qui Vive*, *Round Table*, *Lasell Leaves*, *Pen and Plover*, *Atheneum*, *Kenyon Advance*, *College Courier*, *Carthaginian*, *The R. H. S.*, *College Record*, *College Index*, *College Herald*, *Volante*, *College Journal*, *Tufts Collegian*.

LOCALS.

The fall term closed November 23d for a vacation of six weeks.

The Examining Board were not over numerous at the Fall Examinations.

The whole Sophomore class have made very accurate plots of the College Campus.

Sophs, you did not cut the wicks in the Chapel lamps hardly short enough, the other evening.

The Manager desires subscribers who have not settled for the STUDENT to send \$1 as soon as possible.

The annual auction sale of Reading Room papers and magazines occurred near the close of the term. Wyman, '77, and Brockway, '78, served as auctioneers.

O, thou cruel Senior! thou who hast a heart hard enough to take the life of that innocent College cat, to break its back, and then knock its head off with a cudgel!

The latest instance of cheek is that of the Senior who went to the Prof.'s house to "make up" Psychology, but was suddenly taken with such a fit of loquaciousness that the Professor found it impossible to ask a single question.

The picks and shovels which were found occupying the Freshmen seats in Chapel the other morning, were quite suggestive of the digging usually indulged in by that class;

but the figure would, perhaps, have been better carried out, had '81 placed a well-trained "horse" in the Sophomore section.

Amusing incident: A Junior, wishing to pass a brilliant eve, takes a little nap, requesting his chum to awaken him in season for his appointment. . . . Junior wakes up about midnight and finds that his chum has taken his appointment unto himself, and left poor Junior to enjoy it alone.

Our Business Manager has received a postal with its message side undefaced. "A word to the wise is sufficient," says the proverb, but what maxim will apply when there's *nary* a word? Some Managers might interpret it, "Please discontinue," but certainly that cannot be the meaning now. The card is postmarked Monmouth. Writer, please send the other side.

The following have been assigned as subjects for the Senior Public Orations, next term:

Dialectic Poetry of America. The Treatment of the Uncivilized Races by the Civilized. Democracy and Literature. Sanitary Conditions. The Third French Revolution. The Ideal Element in Education. The Arts of Destruction in their Relation to Civilization. Is Eloquence Declining? American Humor. Is Culture an End? Relations of the Higher Institutions of Learning to Christianity in our Country. Francis Bacon as a Man and as a Philosopher. Can the Drama be made a useful Educator? The Modern Method of Criticism. Journalism and Crime. The Credit System. Is the Power of England Waning? Is there Ground for Popular Prejudice against Liberally Educated Men? Comparative Value of Periodical Literature. Influence of Speculative Minds.

Junior reciting on Chaucer, comes to these lines:

"Full redy hadde he his apotecaries,
To send him dragges, and his letuaries
For ech of hem made othre for to wynne."

Prof.—"What is the meaning of 'apotecaries?'" Stud.—"Don't know." Prof.—"Of dragges?" Stud.—"Drays or drags." Prof.—"Translate the next line." Stud.—"For each of them made wine for the other." Prof.—"That is sufficient." Student seizes his book and makes a retreat amid cheers.

A new musical association has been formed in College, to be known as the "Amphion Quartette." It is composed of the following members: J. F. Shattuck, 1st Tenor; B. S. Hurd, 2d Tenor; F. O. Mower, Baritone; R. E. Gilkey, Bass; F. H. Briggs, Pianist and Director. This is intended to be a permanent organization, and as members graduate their places will be filled from the lower classes. The Quartette will endeavor to introduce a higher grade of music into the College, and furnish music at many of our public exercises.

The following is a list of Bates' students who are swinging the pedagogic cane during the present winter, with their respective addresses, as far as we have been able to learn:

SENIORS.

D. M. Benner	Leeds Center.
C. E. Brockway	Georgetown.
A. M. Flagg	Auburn.
A. Gatchell	West Bowdoin.
F. D. George	Bath.
C. E. Hussey	Alton, N. H.
J. W. Hutchins	Georgetown.
F. O. Mower	Machiasport.
C. F. Peaslee	Augusta.

JUNIORS.

E. M. Briggs	Richmond.
C. E. Felch	Carroll.
E. W. Given	Nichols Latin School.
F. Howard	Minot.
W. E. Lane	Leeds.
E. A. McCollister	Milo.
F. P. Otis	West Garland.
W. E. Ranger	Georgetown.
M. C. Smart	Deering.
S. C. Mosley	Canton Point.
C. M. Sargent	Mast Yard, N. H.

SOPHOMORES.

A. A. Bean	Farmingdale.
D. W. Davis	Edes Falls.
C. H. Deshon	Leeds.
J. Donovan	Raymond.
W. B. Ferguson	Brooks.
I. F. Frisbee	Nichols Latin School.
R. C. Gilbert	Southport.
Miss L. W. Harris	East Monmouth.
F. L. Hayes	Whitefield.
J. H. Heald	Dixfield.
C. A. Holbrook	So. Bristol.
W. A. Hoyt	Bristol.
W. H. Judkins	Bowdoin.
H. L. Merrill	Yarmouth.
E. G. Moore	Alna.
M. T. Newton	Rumford.
J. W. Nichols	Farmington.
J. A. Plummer	Farmingdale.
W. A. Purington	Greene.
C. B. Rankin	Woolwich.
E. E. Richards	New Portland.
H. M. Reynolds	Nichols Latin School.
Miss E. H. Sawyer	West Minot.
J. Scott	Exeter Corner.
A. L. Woods	Searsport.
S. S. Wright	Litchfield.

FRESHMEN.

F. R. Baker	Shapleigh.
W. J. Brown	South Freeport.
H. E. Coolidge	Livernore.
O. Davis	Stockton.
O. H. Drake	Wellington.
F. C. Emerson	St. George.
A. D. Gray	Dover.
W. C. Hobbs	East Dixfield.
J. E. Holton	Collinsville, Conn.
W. S. Hoyt	Paris Hill.
G. E. Lowden	Freeport.
C. E. Marr	Burnham.
J. H. Parsons	Coaticook, P. Q.
W. T. Perkins	Athens.
E. T. Pitts	East Corinth.
G. L. Record	West Auburn.
B. S. Rideout	West Corinth.
H. S. Roberts	Farmington.
E. D. Rowell	Dover.
C. P. Sanborn	Weld.
F. P. Sprague	Harpeswell.
A. E. Tash	Corinth.
F. W. Wiggin	Pittsfield.
C. W. Williams	Georgetown.
C. A. Strout	Monhegan Island.

OTHER COLLEGES.

AMHERST.

There is a strong feeling against hazing.

Gas is to be introduced into the College.

The *Student* complains of noise in the reading-room.

The Gymnasium is soon to be provided with a spirometer.

Interest in foot-ball is reviving, and a college team has been chosen.

BOWDOIN.

Several changes have recently been made in the Faculty.

Valuable articles have disappeared from some of the students' rooms.

"Two Seniors, three Juniors, seven Sophomores, and twelve Freshmen drill."

One result of prolonging the summer vacations so late into the fall, has been the practical abolition of the Autumn Field Day of the Athletic Association at Bowdoin.

BROWN.

Electives are increasing in number.

Base-ball is flourishing more than for some time past.

The navy is free from debt, and owns a good boat-house. The outlook for a good crew next summer is flattering.

Brown rejoices in a large, well lighted, and well ventilated Gymnasium. Instruction is given in boxing and fencing.

CORNELL.

Foot-ball is becoming popular.

The *Era* asks for a Chapel choir.

The Gymnasium has been refitted.

Cornell has 182 Freshmen, 20 of whom are ladies.

The chess committee for match games with other colleges has been appointed.

The navy has been almost entirely relieved from its heavy debt by the generous contributions of students and citizens.

COLUMBIA.

A University Nine is talked of.

The prospect for new buildings is discouraging.

The Columbia student can cut prayers three times in two weeks.

The Columbia Glee Club, at present, consists of twenty-seven members.

One hundred and sixty subscriptions of four dollars each have been received for the payment of the Boat Club debt. Forty more are needed.

Prof. Drisler has formed a class of Seniors for the study of the Greek Testament. The class meets every Monday afternoon, at one o'clock, and the study is entirely voluntary.

Should the College of Physicians and Surgeons become a separate institution, the trustees propose to establish a *genuine* Columbia Medi-

cal School, connected with the College, as the School of Mines is at present.

HAMILTON.

We have heard of Freshmen being fooled; but the Hamilton Freshman who rented a seat in chapel for two dollars and a half was far gone.

Hamilton has withdrawn from the Inter-collegiate Literary Association because of a change in rules relating to the Oratorical contest, in which it carried off the prize last winter.

HARVARD.

163,000 volumes in the library.

The College offers 109 scholarships.

Twenty Freshmen are in training for a crew.

The *Lampoon* is suffering from unpopularity.

A new dormitory, costing \$18,000, is to be built.

The boating flags are to be placed in the library.

The present college choir is the best one Harvard has known for years.

A recent attempt at hazing was promptly stopped by the Sophomores themselves.

After October, 1879, a course of three years in the Law School will be necessary for a degree.

The new class at the Harvard Medical School numbers but sixty, a falling off of nearly half from previous years, on account of the

rigid entrance examinations adopted this year for the first time.

PRINCETON.

The library has \$25,000 to spend for books this year.

Last year the college paid \$2,400 for broken glass alone.

The Glee Club has admitted five new men and now consists of fifteen members.

The College Orchestra has received two additions and engaged a Weber grand piano.

Princeton has furnished from her list of graduates, forty-two presidents of other colleges.

The grounds and buildings of the college have lately been put under the protection of the police.

TRINITY.

The Athletic Association intends giving an exhibition in the Gymnasium.

The study of Anglo-Saxon is an important part of the work of the Juniors.

Base-ball has gone completely out of fashion at Trinity, and foot-ball has come in.

MISCELLANEOUS.

Vassar College has a \$12,000 library.

Only two lady students at Wesleyan this year.

The University of Moscow, Russia, had 1,500 students last year. It is 122 years old, and has a library of nearly 175,000 volumes.

CLIPPINGS.

The girls of an Illinois seminary amuse themselves by spitting at a mark.

Found in a Soph's volume :
"Cursed be he that moves my
Bohns."

Prof.—"What would be the proximum genius of man?" Senior—
"Woman!"

Lamb-like Fresh—"May I see you home?" "Yes; get on the other side." *Sophs applaud.*

Prof. to class—"Translate into German: I can not laugh." Junior (*sotto voce*)—"Ich bin dum sober."

Definition of goose-quill: It is an instrument taken from the pinions of one goose to express the opinions of another.

Class in Astronomy—Prof.—
"Suppose that hat to be the sun."
Student—"Professor, do you suppose the sun is inhabited?"

First Sen.—"About this Spencer: Just where does the Knowable leave off, and the Unknowable begin?"
Second Senior—"Amfino!"

A spinster lady of fifty remarked the other day that she could go alone at six months old. "Yes," said her hateful young half-brother, "and you have been going alone ever since."

One of the Professors discussing the reality of external objects, said: "Take for a homely illustration that gentleman who sits in front of you."

A Michigan farmer asks of the Faculty of Yale "if it costs anything extra if his son should want to learn to read and write as well as row a boat?"

Prof.—"Thus saith Bacon—*great Bacon.*" Juniors smile audibly. "Stupendous porker!" says one. "Descendant of Ham, I think," murmurs another.

A Baltimore belle, just home from Vassar College, when told by the waiter that they had no gooseberries, exclaimed—"What has happened to the goose?"

Prof.—"What is the Latin for man, separate from woman?" Pupil—"Vir." Prof.—"What is the word for man embracing woman?" Pupil—"Don't know."

A smart one says that the main point of resemblance between a college and a cemetery is the number of deadheads to be found in both. Pass round the hat.

Brown wants the Vassar girls to come and slide down on their cellar door. Better go, girls. It will be better fun than riding up and down in that \$1,000 elevator.

A fair one in the Sophomore German class was called upon to give the present indicative of the verb "Stechen." "Ich steche, du stechest, er stuck,"—and there she *stuck*.

One cannot be too careful this weather. A student recently changed his heavy winter cane for a light bamboo, and the consequence was a severe cold that laid him up for a week.

Recitation on Butler's Analogy. Prof.—"Mr. S., will you please pass on to the 'Future State?'" Mr. S.—"Not prepared." Mr. S. is advised to prepare himself before the "final examination."

A man innocently spoiled a sermon and prayer by exclaiming, while the tears rolled down his cheeks, "Lord, thou knowest I have been an awful sinner—the chief among ten thousand and the one altogether lovely."

A Sophomore, the other day, was heard to speak disparagingly of a Freshman. He called him a "gosling." We advise the Freshman not to be despondent. Let him wait a year. He must be a gosling before he becomes a goose.

A clause in the Freshman constitution reads thus—"No feller shall take the same gal to two different Freshman readings or socials till he has taken in turn each other gal in the class. Neither shall he be allowed to draw cuts for the same, as the Sophomores do."

Verdant Freshman to Prof.—"What authority have you for saying that we had a class-meeting?" Undecided Prof.—"N-n-none of your b-b-business." Prof. and Fresh. shaken up.

The Professor in Astronomy was illustrating the motion of the planets by means of the gyroscope, when a witty fellow made bold to ask if "the heavenly bodies *hum* like that?" The Professor stopped to wipe his glasses, then: "Yes, sir. The Music of the Spheres!" Much wooding up.

A witness for the prosecution in a murder case was thus questioned: "You say you saw the man shot and killed?" "Yes sir." "You said, I think, that the charge struck the deceased on his body, between the diaphragm and the duodenum?" Witness—"No, sir, I didn't say no such thing. I said he was shot between the hog-pen and the wood-house."

She was a very modest girl (just from Boston), and when the observatory astronomer said: "Take a glance through the telescope, Miss, and you will see Venus in all her glory," she frigidly drew back and replied—"No, thank you, sir; I have no desire to look at any member of my sex who dresses as she is represented to." The astronomer froze in his boots, and it wasn't a very cold night either.

PERSONALS.

[Persons possessing information of interest in regard to the whereabouts or positions of the Alumni, will oblige by forwarding the same to the Editors.—EDS.]

'66.—Addison Small has been elected publisher of the bi-monthly magazine soon to be issued under the auspices of the Free Baptist denomination.

'68.—Prof. G. C. Chase read a paper on "English Literature," before the Maine State Educational Association at their annual December convention.

'69.—Miss M. W. Mitchell, for some time past Professor in Vassar College, has opened a school in Boston, the prime object of which is to prepare young ladies for college.

'70.—F. H. Morrell is teaching at Irvinton, N. J., and is meeting with marked success.

'71.—J. T. Abbott and C. H. Hersey are partners in the practice of law in Springfield, Mass.

'72.—J. S. Brown, by earnest request, has withdrawn his resignation as Principal of the Lyndon Literary Institution—a position which he has successfully filled for several years, and will continue in charge of the school.

'73.—E. P. Sampson will have charge of the *Ellsworth American* during the temporary absence of the editor.

'73.—J. H. Baker still continues Principal of the High School at Denver, Colorado.

'74.—F. P. Moulton has been elected to take charge of the Classical Department in the New Hampton Literary Institution, at New Hampton, N. H.

'74.—T. P. Smith is studying medicine in the Harvard Medical School. P. O. address, 194 Washington Street.

'75.—J. R. Brackett is teaching in Foxcroft, Me.

'76.—H. Woodbury at present has charge of the High School at Lincoln, Me.

'77.—G. A. Stuart has been elected Principal of North Anson Academy, No. Anson, Me.

'77.—C. V. Emerson is meeting with excellent success in teaching at Bowdoinham, Me.

'77.—J. A. Chase, who, since graduating, has been studying law in Boston, is now teaching the Grammar School at Yarmouth, Me.

BATES COLLEGE.

FACULTY OF INSTRUCTION AND GOVERNMENT.

REV. OREN B. CHENEY, D.D.,
President.

REV. JOHN FULLONTON, D.D.,
Prof. of Ecclesiastical History and Pastoral Theology.

JONATHAN Y. STANTON, A.M.,
Professor of Greek and Latin Languages.

REV. BENJAMIN F. HAYES, D.D.,
Professor of Psychology and Exegetical Theology.

RICHARD C. STANLEY, A.M.,
Professor of Chemistry and Geology.

THOMAS L. ANGELL, A.M.,
Professor of Modern Languages.

REV. JAMES ALBERT HOWE, D.D.,
Professor of Systematic Theology and Homiletics.

GEORGE C. CHASE, A.M.,
Professor of Rhetoric and English Literature.

THOMAS HILL RICH, A.M.,
Professor of Hebrew.

OLIVER C. WENDELL, A.M.,
Professor of Astronomy.

JOHN H. RAND, A.M.,
Professor of Mathematics.

THOMAS H. STACY, A.B.,
Tutor in Elocution

CLASSICAL DEPARTMENT.

TERMS OF ADMISSION.

Candidates for admission to the Freshman Class are examined as follows:—

LATIN: In nine books of Virgil's *Æneid*; six orations of Cicero; the *Catiline* of Sallust; twenty exercises of Arnold's Latin Prose Composition, and in Harkness' Latin Grammar. **GREEK:** In three books of Xenophon's *Anabasis*; two books of Homer's *Iliad*, and in Hadley's Greek Grammar. **MATHEMATICS:** in Loomis' or Greenleaf's Arithmetic, in the first twelve chapters of Loomis' Algebra, and in two books of Geometry. **ENGLISH:** In Mitchell's Ancient Geography, and in Worcester's Ancient History.

All candidates for advanced standing will be examined in the preparatory studies, and also in those previously pursued by the class they propose to enter, or in other studies equivalent to them.

Certificates of regular dismissal will be required from those who have been members of other Colleges.

The regular examinations for admission to College take place on the second Saturday before Commencement, on Tuesday preceding Commencement, and on Saturday preceding the first day of the Fall Term.

COURSE OF STUDY.

The regular Course of Instruction is that commended by the leading Colleges of the country as eminently adapted to secure liberal culture and a sound classical education.

EXPENSES.

The annual expenses are about \$200. Pecuniary assistance, from the income of thirteen scholarships and various other benefactions, is rendered to those who are unable to meet their expenses otherwise.

Students contemplating the Christian ministry receive assistance every year of the course.

THEOLOGICAL SCHOOL.

This is a department in the College, established by vote of the corporation July 21, 1870. It occupies Nichols Hall, situated about a quarter of a mile from the College buildings, and is in charge of a special Faculty appointed by the College corporation.

Candidates for admission are required to furnish testimonials of good standing in some Christian church, and to give evidence of their duty to prepare for the gospel ministry, certified by the church of which they are members respectively, or by some ordained minister.

Those who are not graduates from College, previous to entering upon the regular course of study, must be prepared for examination in the common English branches, Natural Philosophy, Physiology, Chemistry, Geology, Astronomy, Algebra, and in the Latin and Greek languages.

Tuition, room rent, and use of libraries free.

COMMENCEMENT, Thursday.....JUNE 27, 1878.

For Catalogue or other information, address

OREN B. CHENEY, PRESIDENT, *Lewiston, Me.*

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This Institution is located in the city of Lewiston, Maine, and is named in honor of LYMAN NICHOLS, Esq., of Boston. The special object of the school is to prepare students for the Freshman Class of Bates College, though students who do not contemplate a College course are admitted to any of the classes which they have the qualifications to enter. The School is situated near the College and Theological School, and thus affords important advantages of association with students of more advanced standing and scholarship.

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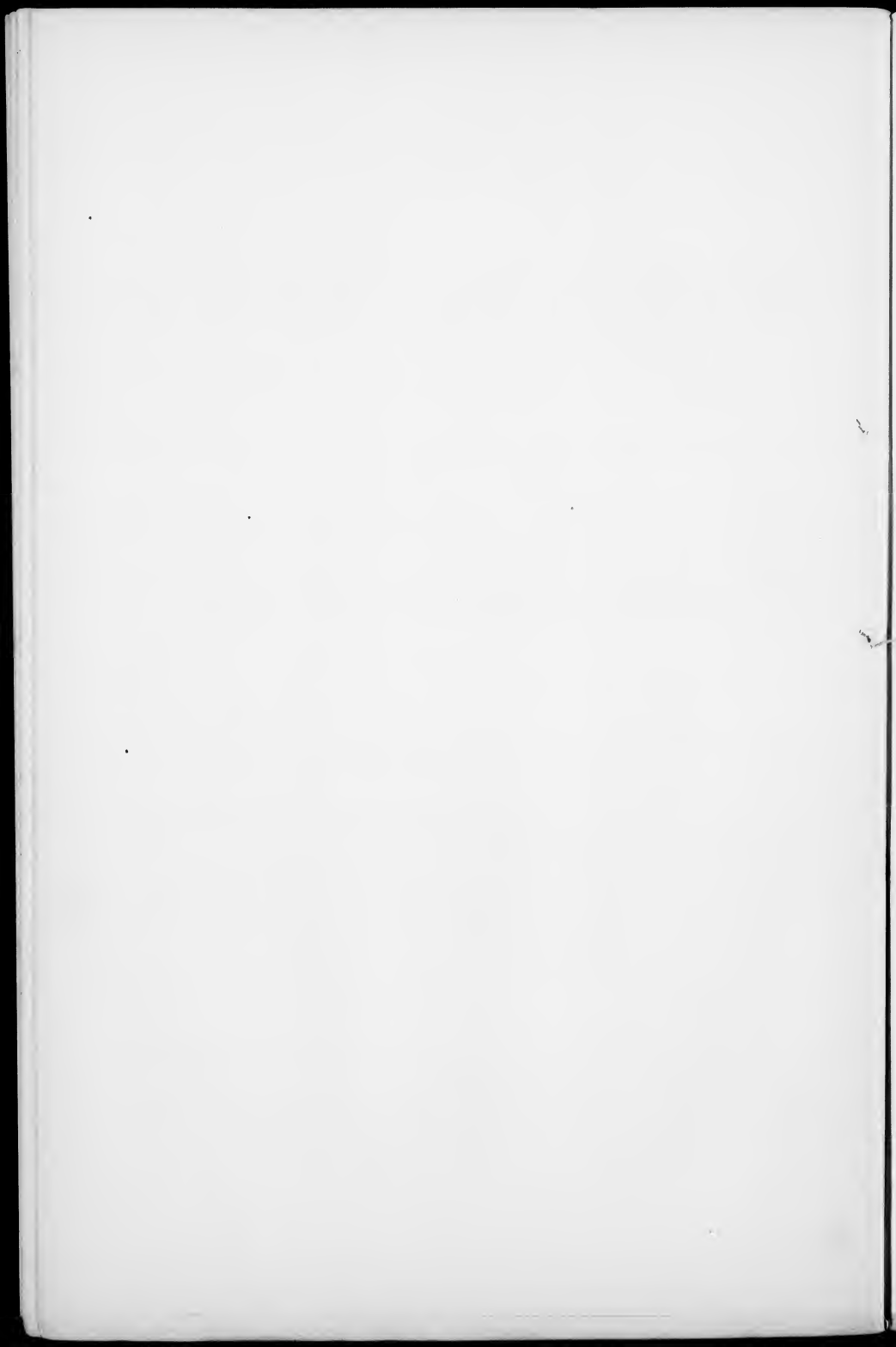
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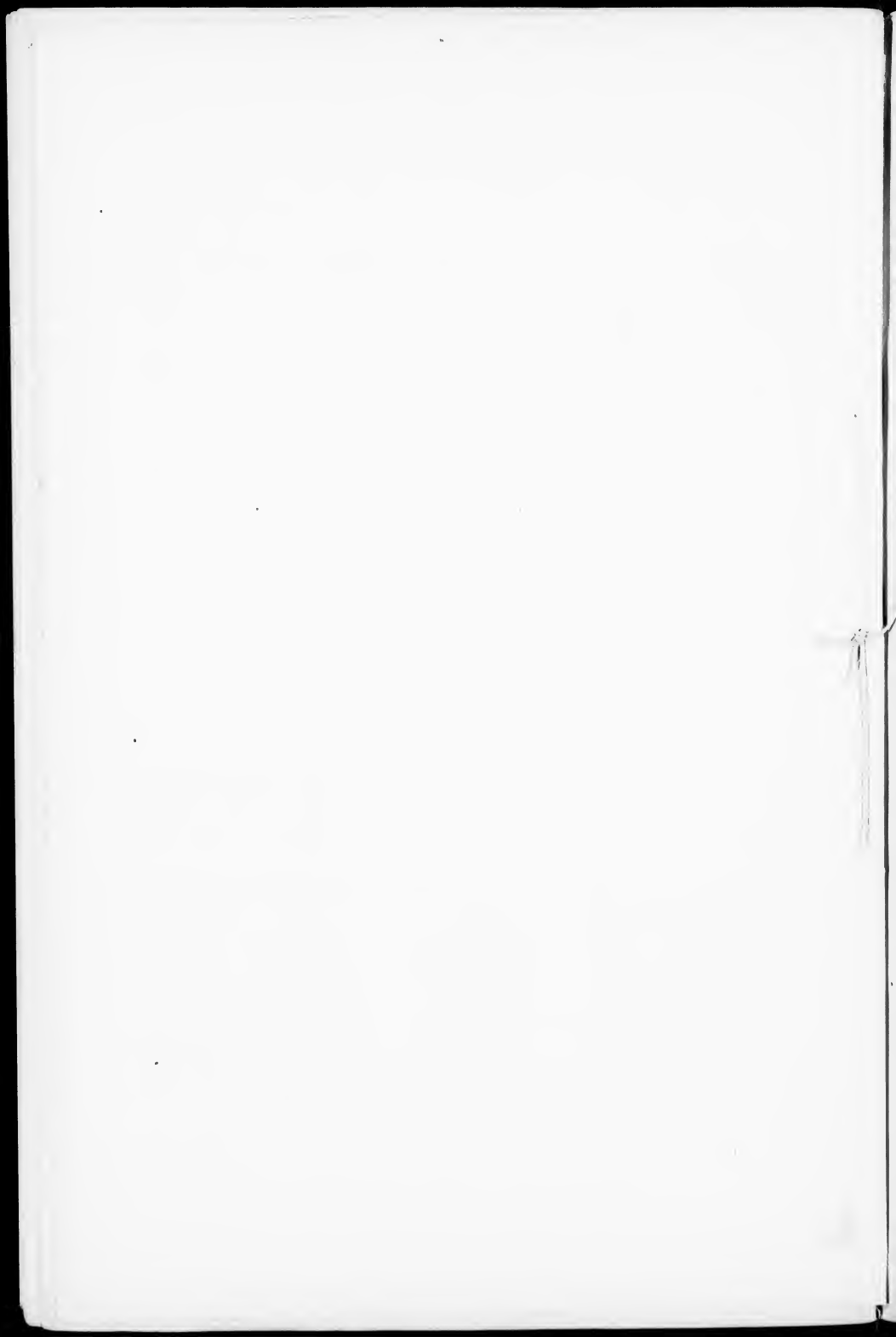
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